

A record of achievement?

The White Paper on *Better Schools* is intended to be a formal, all-round presentation of Government policy for raising standards. It contains little which has not been stated before in other pronouncements and publications from the Secretaries of State (for, of course, though the hands are the hands of Sir Keith, the voice is also that of the Secretary of State for Wales). The exception is the section on school governors in which the Government's revised proposals are set out, with a view to legislation in the autumn. As expected, the suggestion that parents should have a majority on governing bodies has been dropped and a Taylor-like parity, with powers of co-option, substituted.

Why has the Government chosen this time to publish this bulky recapitulation of Sir Keith's policies? There are several good reasons. First, Sir Keith is the first Secretary of State for many years to have put together an internally consistent set of initiatives which can be presented as a coherent policy for school improvement. Sir Keith is keen on records of achievement: the White Paper is his, so far.

Second, the DES pronouncements on the curriculum, on examinations, on teacher training and on the management of the teaching profession, have poured out in such profusion that many will have had difficulty in keeping up. The secondary schools, for example, will have their work cut out getting to grips with the new examinations at 16-plus. The new GCSE examination criteria (summarized on page 12) provide a daunting reading programme for conscientious subject specialists, with the promise of the more detailed grade-related criteria to come by autumn of 1985. On top of this there is the need to explore the likely consequences of the Merit and Distinction proposals, unsatisfactory as they are in the form so far proposed. Similarly, sixth-form teachers have to consider the implications of AS levels (now scheduled for 1989) - a year later than first mooted.

Thirdly - and this is not in itself in any way disreputable - the White Paper comes out six weeks before the local elections. Education is clearly going



to be an issue in the counties - Labour's polls indicate that it has come up in the public's list of priorities. Superficially, the education debate is likely to be dominated by the teachers' pay dispute, but the Government obviously needs a strong statement of what it is doing about schools, generally. (For the same reason, Neil Kinnock and Giles Radice are billed to unveil Labour's major policy statement on "quality" shortly after Easter.)

How well does the programme stand up when dressed in the formal attire of a White Paper? Quite well, but not well enough. The curriculum activity is useful but a bit heavy-handed and seems more likely

to promote mediocrity - albeit of a fairly uniform kind - than sparkle. In Sir Alec Clegg's phrase, it has much more to do with pot-filling than firelighting.

The examination activity, too, is heavy-handed. By using the exams so directly as the instrument by which to impose new controls on the secondary curriculum, Sir Keith will make them excessively important: exam-passing, not education, is now officially the object of the exercise.

The teacher training plans, painful as they may be to the colleges and university departments, look sensible though the imposing bureaucracy which is being erected is ominous for the future. More in-service training can only be welcomed and in the absence of any more far-reaching reform of educational finance, a modest increase in central-funding makes sense.

The decision to take reserve powers to impose appraisal of teachers is now confirmed. There is clearly much still to be done before Sir Keith, himself, knows what he wants on appraisal. It is, as everyone must now realize, an enormous pity that this has become mired up with the annual pay settlement and the need for a new contract. Clearly Sir Keith thinks that he can push the idea along in direct talks with the teachers, but without some much more concrete proposals to discuss it is hard to see how these talks can have any bearing on the dispute in Burnham.

Sir Keith evidently reckons that if there are pay increments of some kind linked to an appraisal scheme (for some reason he and his officials bridle at the use of the term "merit payments") these can be distributed quite widely, not just to the outstandingly meritorious few. If so, he needs to spell something out soon and publicly, rather than complain when others try to read his mind and get it wrong. But a "merit" scheme, by whatever name, which gave extra payments to, say, half the teachers would raise enormous difficulties for unions whose business is collective bargaining. And to be able to devise appraisal criteria which were sensitive enough to enable fine distinctions to be made between individual teachers of "average" ability, would seem on the face of it to be intensely improbable. Many people will think that forcing down this particular blind rabbit-hole at this stage of the teachers' pay dispute tamps comparisons (as Mr Radice noted) with Nero's virtuoso fiddling.

COMMENT

In search of quality

As the promised Green Paper on Higher Education (now due in the summer) looms on the horizon, more of the jig-saw pieces begin to fall into place. Last week the Chancellor announced a £43 million programme for engineering and technology, drawing on funds from the Department of Trade and Industry (£12.5 million), the Department of Employment (£12.5 million), the UGC (£12.5 million) with the remainder grubbed up from the Department of Energy and the Welsh and Scottish Offices. Part of the interest surrounding the plan has centred on the influential part which the DTI and a panel of industrialists, headed by Sir Robert Clayton, are playing in selecting the universities to benefit under the scheme. The price of a bit of "extra" money for three years has been powerful intervention from outside the UGC and the UGC itself has had to throw some of its own money into the scheme in addition to the cash from the Government departments.

In the wake of this minor DTI triumph (not all that unwelcome to the DES which has enjoyed getting in on the act) comes Sir Peter Swinnerton-Dyer's dogmatically addressed to a joint meeting of the UGC and the Vice-Chancellors' Committee (page 9). His message was terse. The universities have failed to persuade the Government to give them level funding

over the next five years. Instead the recurrent grant is likely to fall a bit - say 2 per cent - short of the level needed each year to take account of inflation.

On top of this, the universities now have to face a strong demand from Sir Keith that research money (including that fraction of the UGC recurrent grant which provides basic support for research and scholarship) should be concentrated where quality is highest; at the expense of those universities and departments which are weak.

The prospect is acutely uncomfortable for the UGC and the universities. Qualitative judgments, backed by cash cuts, precipitated the anguish of 1981. If this is to become a way of life, can the UGC survive? And what is to become of those universities (or departments) which are identified as poor at research? A league table of first and second class universities? Promotion? Relegation? Closure? Watch this space.

As a matter of fact...

There is only one thing worse than the nation's leaders not taking an interest in education, and that is when they take an interest.

For some years now the subject, so high among the Government's priorities in the expansive and innovative 'sixties, has slipped down the agenda way behind inflation, unemployment, and more explosive industrial relations issues. The trouble is that when political

leaders - or leader-writers - suddenly rediscover its importance, it is usually to make use of education's perversities as convenient whipping boys. Prime Ministers are particularly inclined to divert attention from other difficulties by directing it onto the schools, universities and all who sail in them.

Mr James Callaghan is widely believed to have shown little interest in schools before he loosed the windy rhetoric of the Great Debate in his Ruskin speech. And shrewd observers are now recognizing in Mrs Thatcher's current series of attacks on teachers and academics - fastening on them the blame for society's ills and failures - the populist politician's favourite smokescreen for the Government's own deficiencies.

The sudden preoccupation with football hooligans can best be seen in this light, with quite unfair blame pinned on teachers at least partly because they have dared to rebel against public sector pay policies.

For the rest, it has to be said that Mrs Thatcher's speech-writers are doing a better job at phrase-making than at checking their facts. Detecting the cuckoo's spring song in clutter and common room was a legitimate and enjoyable jibe at her critics; delivering an intemperate and inaccurate attack on special school teachers (who turned out not to be on strike), was shoddy and self-defeating (but even this could be turned into a DES booby rather than a Downing Street error).

One criticism that could legitimately be levelled at the common room (and its old girls) is a disregard for checking facts. Which the PM's press secretary would be the first to condemn in

journalists.

Hard upon Mrs Thatcher's clinger comes Baroness Warnock, recipient of such multiple preferment. In a tour of the educational horizon which might have been constructive had it not seemed on a slightly different plane from present reality, she had a gratuitous go at ILEA's political education policy which, she claimed, had aroused "enormous hostility among parents" - a claim which ILEA's education officer had little difficulty in proving to be quite without foundation (page 3).

And now the venerable Lord Chancellor, Viscount Hailsham, has weighed in to ask where we went wrong with our religious education in schools, since it must share some of the blame for football violence, drugs, bizarre sexual practices, etc.

But Bill Shearing's letter (page 18) deserves serious attention, unlike the ill-informed comment of ignorant VIPs. His description of crowd behaviour at the England-West Germany under-15 schoolboy soccer international makes shameful reading. If the common culture of teenage Britain no longer respects traditional values of sportsmanship and fairplay - there indeed is a challenge to the teachers.

no comment

"In the case of after-school activities, staff and pupils often have to contend with the problems caused by vulnerability of the site to intruders and troublemakers. Many of these activities extend and enrich the work of the curriculum."

Second opinion

What a way to woo parents

Is it too simplistic to argue that parents will view industrial action according to how it affects them and their children? Not for many, unfortunately, with a serious debate about the future of education, or whether teachers are paid enough to attract candidates of sufficient calibre, whether prospects of professional advancement exist, or whether schools provide the environment and facilities which will encourage a teacher to be enthusiastic, or whether it is a misuse of an honourable profession to ask its members to act as reminders at luncheon.

Parents who refuse to consider industrial action are not necessarily against the teachers' cause. They need to be persuaded that greater investment in education must give higher priority in their minds. In the present situation the degree of support they give will depend on the extent of their personal inconvenience. Respectable perhaps, unhelpful to teachers, certainly, but a fact.

Who would expect parents to remain supportive for long when they are withdrawn from good will or when their backs on activities which support them into contact with parents, in very some parents whose support is so assiduously canvassed in the light of their jobs. We the parents make major adjustments to our personal lives and can only talk through by requesting an interview with school time.

And what about our children? They can be sent home at very short notice to empty homes. They are locked out of school at luncheon and may wander the streets endangering themselves and upsetting traders. Public examination candidates are deprived of the monitors at the very time they need them most. Children lose respect for their teachers and there is an erosion of the goodwill between parents and teachers which will have been fostered over a long period.

Most worrying is the effect on impressionable children of the loss of experience of industrial action - the disappearance of teachers from the rooms as union elicit is displayed in pursuit of more money. No matter the teacher is left without an alternative way of pursuing the case other than through discussion. Despite the fact that the Government and employers have an equal responsibility with teachers for producing the good results which are the basis of the first move. No one can expect the first result of such early exposure to confrontation and industrial action.

Faced with the prospect of another long war of attrition, the National Confederation of Parent-Teacher Associations would have been delighted if its responsibilities to its 4,800 members and teachers' had it not taken the unprecedented step of seeking discussion with Sir Keith Joseph, Mr Philip Merridale and the teachers' union with the object of pleading with all sides to display that compassion and magnanimity which will produce an early resumption of negotiations, and which will be clear demonstration to our children that their education and welfare is above all other considerations.

We will leave no stone unturned to encourage an early end to the dispute and to find a way to resolve the question of how much teachers should be paid without the need for periodic industrial action.

James Hammond

James Hammond is deputy general secretary of the National Confederation of Parent-Teacher Associations.

Facing facts of adult life

All pupils should be equipped with some economic awareness and understanding by the age of 16 so that they are better prepared to cope with adult life, a consultation letter issued this week by the Department of Education and Science says.

The letter, on which the local authority associations, teacher unions, employers and education officers have been asked to comment by the end of the month, says pupils should be given some understanding of such matters as the operation of supply and demand and the creation of the nation's private and public wealth.

A bit of a dog's dinner... Zoey Morgan, aged 12, is making a special effort on behalf of the Ethiopian Famine Appeal - a five-day diet of nothing but dog biscuits. Zoey, hopes to raise £60 from schoolfriends sponsoring her attempt. Keeping her company while they enjoy their lunch-break sandwiches are classmates Leone Trot (left) and Diamna Butler.



Primary recruiting levels below ACSET minimum

by Biddy Passmore

New target intakes for primary teacher training announced by the Government on Tuesday, are well below the level recommended by its advisers.

Sir Keith Joseph, the Education Secretary and Mr Nicholas Edwards, the Welsh Secretary, said the intake for primary training should rise from 1,650 this autumn to 10,950 by 1989. That is some 2,000 below the level recommended by the Advisory Committee on the Supply and Education of Teachers (ACSET), who said a 49 per cent increase in initial primary training was the minimum required to enable primary schools to cope with the demands imposed by the Government.

But Education Ministers said the proposed intakes were still 1,250 above the level required to maintain

pupil-teacher ratios. The Government's decision was fiercely attacked by Miss Jean Boock of the National Association of Teachers in Further and Higher Education. "Where we're going to get the other primary teachers from, God alone knows", she said.

She said that the cuts were concentrated in BED courses, even though Her Majesty's Inspectors had repeatedly said BED trained teachers had a greater mastery of classroom skills.

For secondary teacher training, Education Ministers have accepted the level and pattern of intakes proposed by ACSET: an increase from 9,032 this year to 9,850 by 1989.

Explaining the Government's reasoning Sir Keith Joseph said:

Inquiry into overspending on meals

An internal inquiry has been ordered in Liverpool, following the disclosure of a £220,000 overspend on the city's school meals service, *Mike Durham writes*.

In a joint report to the education committee, Mr Ken Antcliffe, CEO, and city treasurer Mr Mike Reddington have agreed that more than

£412,400 had been spent instead of the budgeted £177,600 last year.

The council's performance review sub-committee has called for an inquiry and the district auditor is likely to be asked to investigate. Education chairman Mr Dominic Brady has said that up to a dozen council officers, including senior officials, might be liable to disciplinary action.

Mr Antcliffe said he had written to a retired school meals officer seeking an explanation, but there was no suggestion of fraud. He said: "I know why the overspend took place but it is not up to me to say at the moment."

Secret talks revive pay peace hopes

Continued from page 1

Union for this year, in order to buy time to resume negotiations on a new package of pay and structure proposals.

But Mr Pearman made it clear he did not expect the NUT to return to the structure-working party. A new forum would have to be established.

Asked about the meeting with the NUT, Mrs Harrison, leader of the Labour group on the management and teachers' had it not taken the unprecedented step of seeking discussion with Sir Keith Joseph, Mr Philip Merridale and the teachers' union with the object of pleading with all sides to display that compassion and magnanimity which will produce an early resumption of negotiations, and which will be clear demonstration to our children that their education and welfare is above all other considerations.

We will leave no stone unturned to encourage an early end to the dispute and to find a way to resolve the question of how much teachers should be paid without the need for periodic industrial action.

The biggest teachers' union, the National Association of Teachers in Further and Higher Education, is preparing to ballot its 76,000 members on selective strike action starting in May. Already 300 branches have voted in favour of a work to rule.

Internal discussions throughout last Thursday's meeting indicated that an agreement was possible, which would include a commitment to improving

salary structure, a long-term restoration of lecturers' pay and a settlement this year of about 3 per cent.

But Mr Merridale opposed that formula, as did the DES representatives.

Instead the unions' panel was formally offered 4 per cent which was immediately rejected. Mr Pearman, who is chairman of the FE management panel, said "Although I am bitterly disappointed, I think we do have the basis for a settlement in the near future, possibly after Easter."

He thought there was scope for improving the 4 per cent offer if it was part of a package. Mr Peter Dawson, general secretary of NATFHE, said: "This is a tragic outcome of hours of negotiations. His members would be angered by this offer."

The third biggest teachers' union, the Assistant Masters and Mistresses Association, has announced it is calling on its members to withdraw from April 15 lunchtime supervision from 64 per cent in favour of withdrawing from meal supervision and 58 per cent in favour of withdrawing from all midday supervision duties.

However, 80 per cent opposed a strike.

On the question of withdrawing from staff and parents' evenings and refusing to cover for absent colleagues, the executive has decided to recommend members to continue to carry out those duties at present. The mix-out of those duties at present. The mix-out of those duties at present. The mix-out of those duties at present.

The National Association of Head Teachers this week wrote to every education officer in England and Wales and the secretaries of all GCE, CSE and examination boards, urging them to make contingency plans to deal with potential disruption.

NAHT may admit deputies

The 21,500-strong National Association of Head Teachers may follow its rival 4,500-strong Secondary Heads' Association's example in admitting deputies to membership.

The plan will be debated on the first afternoon of the NAHT's annual conference in May. Last year the NAHT

conference agreed to carry out a review of its policy within the ensuing twelve months and it looks likely to change its policy this year.

Up until now, the NAHT has resisted the move. However the SHA's decision to admit deputies as from January last year has led to its membership increasing by 50 per cent from around 3,000 to 4,500.

Most of the new deputy heads have taken out full membership of SHA - only 100 have opted for associate membership status, which is open to them under the SHA rules.

Ethnic roots

The Inner London Education Authority is consulting unions over a plan to collect information on the ethnic background of all its staff, in order to make its equal opportunities policy more effective.

The authority says the data will be confidential. The ILEA employs 28,000 teaching staff, with a high proportion of black and Asian staff.

ILEA angry at Warnock accusation

by Mike Durham

The Inner London Education Authority has reacted bitterly to accusations of political indoctrination in its schools made by Baroness Warnock, in her Dimbleby Lecture broadcast last week.

In an angry response to the BBC, Mr Bill Stubbs, the ILEA's education officer, has made a detailed rebuttal of the comments made in the course of a lecture on the professionalism of teachers.

Lady Warnock, Mistress of Girton College, Cambridge, warned against indoctrination and then said: "Take political education in the Inner London Education Authority, for example."

It has aroused enormous hostility among parents and not only those to the right of centre. I think parents are right. The ILEA are abusing their powers for political ends."

Mr Stubbs says that he cannot recall a single complaint from a parent about political education, in a school population of more than 300,000.

"Not once has there been any criticism of political education in ILEA schools in meetings of parents' consultative committees. And I can assure (you) that parents are not slow to criticize action of which they disapprove," Mr Stubbs said.

He said that political education - as opposed to indoctrination - has a valuable place in schools was supported by all political parties, by the government, and by HM Inspectorate. The ILEA's own inspectors had provided clear guidelines.

The National Confederation of Parent-Teacher Associations has accused Lady Warnock of having a "historic and dated image" of PTAs and of insulting its 96,000 members in her remarks.

Lady Warnock said PTAs, only attracted the pushy kind of parent and had little effect on schools. A school should have its own life, history and future. "It is not a club or a society to be run by its keeper-members."

The association has asked Mr Michael Grade, the controller of BBC 1, for a right to reply.

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PRIMARY

Junior heads want science experts

by Sarah Bayliss

The head of a junior school has said he would consider resigning if forced to use secondary style specialist teaching.

Mr John Williams told the Commons Select Committee on education that formal specialization – that is, subject teachers moving from class to class – would be introduced “over my dead body”.

Conversely, Mr Williams, head of Barnsley junior school, a 7-11 school in Gillingham, Kent, and secretary of the School Natural Science Society, told MPs it was “a must” to have a science expert on the staff of every school or group of small schools, acting as consultant to colleagues, leading school-based in-service training and teaching alongside other staff.

Later, he said primary science was far more advanced than it had ever been. Children and their teachers were working as natural scientists had done 300 years ago, predicting, experimenting and getting things to

work. With children as young as eight he had built solar furnaces capable of heating water and cooking sausages.

Miss Diana Jackson, a support teacher in science for the London borough of Hounslow and vice-chairman of the society, said the best kind of expert was a good all-round primary teacher who had gained confidence and knowledge in science from in-service training. She would like to see every primary teacher offered five days of in-service training every year. “We would get somewhere then because I’m sure most teachers would do it.”

Mr Roger Smith, deputy head of a Hounslow junior school and editor of the society’s journal, *Teaching Science*, said every school needed at least one “floating” teacher to cover for those developing the curriculum and on in-service. He disliked the term “float” but such a post would prove extremely valuable to a school.

Mr Williams said he covered classes for consultant teachers at his school but it was a haphazard system which depended on his other commitments. “Money must be found” to pay for a proper system of consultancy and to provide “permanent” cover.

One national solution would be to recommend that all deputy heads in “reasonably sized” primaries should cease to have a class of their own. Instead they would teach classes right across the school, giving subject consultants the chance to develop their work.

The DES science document, published last week, was a “superb” guideline. “It says a lot of things that teachers have been saying for a long time,” Mr Williams said.

Miss Jackson accepted the DES document, but was not in favour of a detailed national prescription for any subject. “Guidelines are one thing, but detailed planning is very much a school

or individual teacher’s business.”

Teachers showed more commitment to a curriculum policy if they had drawn it up themselves, according to Mr Smith.

Asked about the value of parents buying chemistry sets, Mr Williams said he had bought one for his own sons. “Kits are fine,” Miss Jackson said, “as long as they don’t introduce mystique. If they arouse curiosity and help children understand science, that’s fine.”

On the use of computers, MPs were told that many primary school subjects, notably language, had benefited. The society’s term was unanimous in recommending that there should be a computer in every classroom, available whenever the pupils or teacher needed it. It was hoped teachers would soon be writing their own software in the same way that they were now the authors of primary science books.

Community unites in bid to block site change

An entire community has united to block a plan to move a primary school from its present site. It is the climax of a campaign which has united Quilters Junior School, in the school governors, Mr Harcourt – the town’s Conservative local inhabitants, a community group, and Basildon District Council, and has crossed party political lines.

The pressure groups open the junior school from the site occupied for more than 60 years, neighbouring one. They are national, safety, and grounds, saying that the move would reduce the number of classrooms, expose them to greater dangers.

Throughout the debate a day hung over Sun Corner, the new site. Locals fear that if it is developed they will lose one of few remaining open spaces.

Two months ago the Quilters Schools Society Working Party’s action group was spearheaded the campaign, named by Mr Proctor, Mr Dunn, the junior education officer to try to enlist his support.

They are now awaiting a decision from the Department of Education and Science. According to a man at the department, Mr Joseph is to consider the matter personally.

The governors of Quilters School and the Quilters Schools Society are aggrieved that Essex County Council’s decision to relocate the junior school to the new site, after some alterations to it. The school intends to build a new infant school on the same site.

The Quilters Schools Society wants the junior school to remain on its present site. If the existing building is to be replaced, they would like a purpose-built new one, not a conversion. They carry the support of 94 per cent of parents at the junior school, and of 1,600 residents.

Both Basildon Council, and Billerley Society – a local conservation group – oppose the move because they consider that the school building has architectural and historical value.

According to the Quilters Schools Society, the council is putting its considerations before the move. They say it stands on considerable profit – particularly from the sale of the junior school site. The new school will cost the council £700,000.

A county council spokesman said it was impossible to estimate the possible sale of the site. He said that Essex had made its decision on educational and financial grounds.

The council was satisfied that the new school, he said, would be a traffic hazard which would be avoided by large numbers of children out of one site onto the main road could be avoided if their destinations were staggered.

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Jim Eldridge... thriving on the good lines

One teacher the critics applaud ...

Jim Eldridge, a Scale 1 supply teacher from Barnstaple, received rave reviews from the critics this week, Sarah Bayliss writes.

The first episode of *King Street Junior*, his new light drama/comedy series for BBC Radio Four, was broadcast on Monday 11th March – conveniently repeated for fellow teachers on Tuesday evening – and was said to give a “glibly accurate” account of life in an overcrowded, under-funded school.

According to *The Times*: “Nobody but a teacher could have kept the fun and games so firmly within a realistic framework. While we are chuckling, we feel deep down (give or take the odd joke or two) that this really is what happens in junior schools when the pressure is on to survive, whether at bricks-and-mortar or personality level.”

The Daily Telegraph warmed to the story-eyed new teacher, played by Peter Davidson of *Dr Who* fame, and to James Grant, the headmaster “beneath whose hardboiled exterior beats a fond heart”. And there are, praise be, real children chiding real songs.

The singing children were recorded at Denbigh Junior School, in Luton, where Jim taught during the 1970s. “It’s a wonderful school & I love it. I only left because I had so much script writing going on and I was being offered thousands of pounds.”

Now aged 40, Jim’s favourite hobby is teaching and he devotes himself to it for four months of the year on supply in Barnstaple. This week he was in a primary school nursery, the week before of the year’s best primary school.

“Education is my first love,” he says. “There are so many other things that are being destroyed. I feel very strongly about it.”

In the course of *King Street*’s six episodes he manages to tackle some theory issues: corporal punishment, vandalism, child hattering, teachers’ pay and even redeployment.

“A lot of teachers are finding they’re just goods to be moved about in places they don’t want to go to. The education officer arrives at school. Immediately you get this paranoia going through the staff room – ‘Is it going to be me?’”

He trained as a primary teacher in the 1960s and became a performing poet – remember John Peel’s midnight show, *Nightlife*? “Then I packed it all up and retired from poetry, mainly because I didn’t have any talent.”

His first lucky break came in 1970 when the BBC accepted and commissioned a series called *Parsley Slidings*, an everyday tale about railway folk, featuring Arthur Lowe.

He’s written a thriller – “junk, but it did well” – and this year is in a team of six writing for Jim Davidson in Thames Television’s *Up the Elephant and Round the Castle*.

He has a 13-year-old son, Duncan, living in Wales and educated at home by his mother, who is involved in Education Otherwise. He and Duncan are co-authors of a new book, called *How to handle grown-ups*, published by Hutchinsons with a sequel to come.

Jim’s other interests are CND, Greenpeace, Bedfordshire Against Nuclear Dumping and the Ecology Party, whose education committee he sits on. “I’m one of those teachers that the *Daily Mail* is always writing about. The difference is my pupils all pass their exams.”

He is a member of the NUT but is against strike action. “I don’t think anything will be gained. The children will lose out, the parents will lose out, the teachers will lose credibility and the Government will lose it all wrong.”

Budget boost for Leeds

Primary education in Leeds is to get a significant boost in the new financial year, from a £4.4 million package of growth for the education service.

The package, which was agreed at an education committee last week, includes the protection of 150 teaching posts – which could have disappeared through falling rolls, the creation of 60 new jobs, plus a 25 per cent increase in capitation allowances across all sectors. Forty per cent of capitation must be spent on text and library books.

The main investment will go towards tackling the special educational needs of around 25 per cent of all pupils. Primary schools will be expected to make submissions to the council on the

special needs of their pupils and on ways of meeting them.

“We believe it is a stimulating scheme,” said Mr Geoffrey Driver, Labour chairman of the education committee. “We hope it will produce new ideas and schemes for tackling special needs.”

Mr Driver accused the Government of failing to make any investment in special needs. “We are determined to make this the first step over a number of years.”

Mr Clifford Morris, NUT executive member for West Yorkshire and a junior head, said: “The increase is not before time but I have been the first to welcome it.” The city’s rates are set to rise by 11.5 per cent.



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And being trained to be fitter and more alert gives me an edge when I’m back in the office.”

It was probably his natural drive and initiative, plus an ability to get on with people that made Tony try for a commission in his chosen regiment.

It wasn’t easy – he’d be the first to tell you how tough the training and selection processes are.

But today he’s a 2nd Lieutenant, and Commander of a Platoon of thirty men.

It’s a serious undertaking.

The TA accounts for a third of the Army’s strength, and in the event of war Tony would find himself commanding his men under battle conditions alongside regular Army units.



There are many areas of responsibility in the TA today, all just as vital as Tony’s, and several ways to become an Officer. Like Tony, some people start as

Most days he fights for a seat on the 8.15. One day it could be for something more important.



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Officer

Find out more: If you are between 18 and 28 years of age and think you have the abilities to handle the complete the coupon and post it to Major Nigel Lee (0161-7818). Duke of York’s HQ, Central Block, Chelsea, SW3 4SG or contact your nearest TAVR Association. (We’re in the phone book under ‘Army’).

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The Territorials

NEWS

Richard Garner reports from the annual conference of the Secondary Heads Association in Nottingham

Slump in morale affecting both staff and pupils

A grim picture of teachers leaving the profession for better-paid jobs in industry and children playing truant long after the current wave of pay strikes is over was painted by speakers at the Secondary Heads Association conference last weekend.

Mr Peter Snape, SHA's general secretary, said he knew of one school in Scotland with 1,350 pupils where only 250 had turned up for lessons one day despite the fact that it had not been closed by strike action.

Mr Michael Duffy, chairman of SHA's education committee, added: "Any school will tell you that attendance has been damaged. I suspect we've only seen the short-term effects of that. Habits of occasional attendance tend to get stronger as pupils get older."

Mr Brian Worthy, the chairman of the SHA deputy heads' committee, pointed out that in mining communities - such as North Derbyshire and Yorkshire - children had been through 12 months of the miners' strike only to be faced with their teachers going on strike immediately afterwards.

"We have a situation in schools today where children turn round and say 'My father has done it for 12 months, my teacher's now doing it, so why shouldn't I do it?'", he said.

Mr Brian Stevens, headmaster of Longsands community college in St Neot's, Cambridgeshire, said that three of his staff were leaving at the end of the month.

"The head of physics is going into the RAF education service, for significantly more pay, a computer teacher is going into the police force where he will earn an extra £2,000 or £3,000 a year," he said.

SHA's official position in this year's pay negotiations is to press for arbitration.



John Sutton

tion and then follow this up with resumed negotiations on a pay and conditions deal for teachers.

However, Mr Snape suggested that the management should hold a national referendum to see if teachers agreed with the National Union of Teachers' decision to pull out of the structure talks.

"That would show whether the NUT is really as out of touch with its members as they believe it to be," he added.

All the leaders of SHA stressed that something had to be done to break the impasse as soon as possible and the Government was urged to take an immediate initiative.

Mr Snape said that the industrial action was placing his members under a considerable amount of stress. "I have just had one case of headteacher going for invalidity benefit because of it and it isn't fair that heads and their deputies should have to do this."

At present it looked as if the pay strikes could continue until the autumn, with disruption escalating and including examination classes, Mr Snape warned. "I think we are going to have to face the fact that the strikes will go on next term and the term after and we just can't see the end of it."

Mr John Sutton, SHA's representative on the Burnham Committee, which negotiates teachers' pay, added that he could see no prospect of either the NUT or the National Association of Schoolmasters' Union of Women Teachers "making any movement at all".

"They seem pretty confident that - by continuing with action - they will persuade the management side to change its position," he said. "I am not sure they are right. I think they absolutely mean it when they say they are not going to go any further than the 4 per cent plus arbitration that they have offered."

One of the working groups at the conference agreed that teachers should have their salaries restructured, a new professional contract and regular assessments.

Mr Angus Taylor, from Northumberland, opposing the motion, said that a contract could kill off the voluntary commitment of teachers, but the motion was agreed with no votes recorded against it.

A separate motion revealed, however, that there was no support for the new structure proposals outlined by the local authorities last November.

Teachers told to stop moaning

The teaching profession should "stop moaning" and get on with the job, according to Mr Derek Dutton, the incoming president of the Secondary Heads Association.

Mr Dutton, a headteacher in Richmond, North Yorkshire, said teachers should be told: "If you don't like it, you shouldn't have joined... Today, we too often hear the words: stress, pressures, burden, load. We talk about teaching load, not timetable."

He also argued that a teacher could not take industrial action and remain a professional, adding: "I hope I speak for this association when I say that

professionalism and industrial warfare (let's give it its true name) are incompatible."

Mr Dutton then castigated teachers' unions and associations that resorted to industrial action before all other channels of discussion were exhausted, saying that they had done the teachers' cause "profound disservice".

However, he went on: "If a true professionalism should at best exclude industrial action, then level and central government must cease to exploit one of the finest and most unselfish professions and one of the most essential services the country can have."

But the profession seemed to have no confidence that the Government really wanted to support education in state schools, particularly in the case of the FA Cup tie between Luton and Millwall.

In a Commons reply to Labour Leader Mr Neil Kinnock, she said: "Causes will vary from lack of parental discipline to lack of teacher discipline, background and everything."

Contributory causes are family background, parental discipline and teacher discipline.

But Mr Norman Davies, headteacher of the 1,950-pupil Sedgill school at Calford, south London, said Mrs Thatcher's comments were too "non-specific".

Sedgill had a number of very keen Millwall supporters but to his knowledge none of them had been in trouble at a game.

Meanwhile Mr Terry Bolas, head of Calford Boys' School, said: "I would



Peter Snape: centralization posing massive dangers

National debate needed on growth of centralization

A call for a national debate on the "creeping" centralization of the education service was made by Mr Peter Snape, general secretary of SHA.

Adopting the phraseology of George Orwell in his book *Nineteen Eighty-Four*, Mr Snape said that "centralization" was now upon the service.

He cited the introduction of a national curriculum, rate capping and special Government grants for education as evidence of the increasing centralization of the service.

"We are fortunate in having a Secretary of State who is very liberal, highly

intelligent and would never abuse his power," he said. "But I don't know what he is thinking about, creating the machinery which would allow somebody considerably less liberal in 25 years to do exactly what they like. I regard this as a massive danger as far as the curriculum is concerned."

"This change towards centralization is unparalleled in our history. Well, perhaps we need it - indeed our neighbours on the continent wouldn't even raise an eyebrow about it. However, we have not had a national debate on this and perhaps we ought to have done."

Leaving age may fall to 14

The school leaving age could soon be reduced to 14, Professor Charles Handy, of the London Business School, told the conference.

Professor Handy envisaged a future in which 14-year-olds who wanted to continue their education outside school could obtain a Government grant that would enable them to enrol with a private agency.

"I wouldn't think it beyond the realms of possibility that a future government - conceivably this Government - might actually see some logic in reducing the school leaving age to 14," he said.

"They could provide people with money to get what education they then wanted from private agencies and the government could still maintain control over the examination system."

He added that there has been a boom in the privatization of education services, not in independent schools but with the managing agents of schemes like the Youth Training Scheme - "the best of which is very good indeed, the worst of which is a disaster".

IN BRIEF

The Secondary Heads Association is opposing Government plans to introduce the new GCSE examination.

"The limitation of Distinction and Merit to seven prescribed subject areas is of concern," it says in a statement issued at the conference. "A sample illustration of this is that under the proposal a candidate who gained grades A and one grade D could not be awarded the Distinction certificate."

The statement adds: "Career, health and moral education and personal decision making are widely considered to be integral parts of a balanced curriculum."

"Much of this, now widely accepted by students, parents and employers, would come under threat from the pressure to achieve, in an arbitrary list of subjects, the unnecessary and separate certificate of Distinction or Merit."

Children are losing the ability to make decisions because they watch too much television, Mr Brian Worthy, told the conference.

Mr Worthy said there was also an increase in boredom amongst youngsters - because they watched too much television, unquestioningly. This also contributed towards the growing problem of drug-taking and violence.

He also accused television of being "anti-Christian, racist, sexist, royalist and Christian" adding: "Obviously, this is beneficial in a 'keep the masses down policy'."

Schools are facing difficulties in coping with young offenders on work experience schemes with computers and central firms because of the Youth Training Scheme, SHA said at the conference.

The association issued a policy statement which said that the difficulties of work experience had not been as serious as anticipated but that it was difficult to maintain placements for catering and computers in some areas of the country.

NEWS

TES staff report that heads refute claim that teachers are partly to blame for hooliganism... while peace breaks out among fans

Thatcher scores own goal on soccer violence

Headteachers at three London comprehensives this week rejected Mrs Thatcher's claim that lack of teacher discipline was partly to blame for football hooliganism.

Her remarks followed the televised violence at the FA Cup tie between Luton and Millwall.

In a Commons reply to Labour Leader Mr Neil Kinnock, she said: "Causes will vary from lack of parental discipline to lack of teacher discipline, background and everything."

Further reply to him the Prime Minister repeated: "Contributory causes are family background, parental discipline and teacher discipline."

But Mr Norman Davies, headteacher of the 1,950-pupil Sedgill school at Calford, south London, said Mrs Thatcher's comments were too "non-specific".

Sedgill had a number of very keen Millwall supporters but to his knowledge none of them had been in trouble at a game.

Meanwhile Mr Terry Bolas, head of Calford Boys' School, said: "I would



Millwall fans celebrate a goal

Pictures: Martin Mayor

Anne Good on a European initiative to combat the terrace trouble-makers

Putting the boot into right-wingers

The European Parliament is investigating growing racism among young people in Britain. It is particularly concerned that things like football violence are being exploited or manipulated by extreme right-wing groups.

Mr Glyn Ford, Labour MEP and chairman of the Parliament's committee of inquiry into the rise of fascism and racism in Europe, believes that while youngsters involved in soccer violence may not be "card-carrying members of neo-fascist groups", they are certainly following these ideas.

He gives as an example the harassment of black footballers by a group known as "Olinthos" operating in Leeds and Bradford.

The committee decided to concentrate on young people after hearing the evidence of Mr Simon Wiesenthal, who spent nearly three years in German concentration camps and has spent 40 years tracking down Nazi war criminals.

Mr Ford says because extreme right-wing groups recruit in discos and at football matches, Mr Wiesenthal had advised the committee that it was vital that democratic parties also bought out the young.

As a result the committee will hold public hearings in London and Manchester before the end of April. They will take evidence from immigrant communities on their experience of growing racism, the dangers of fascism, and what role the European Community could play in combatting these trends.

Committee members will also meet youth organizations during the visits. The committee was set up last October after more than a quarter of the

football hooliganism. In these difficult times when young teachers are so undervalued by society they are doing an absolutely marvellous job."

Mrs Thatcher's "teacher discipline" remarks could also be taken as a reference to industrial action. So were teachers contributing to indiscipline? Mrs Parkinson said: "It's very sad

that teachers feel they have to take this particular form of action. I don't condone it but I sympathize with their anger."

Professor Ted Wragg, head of Exeter University's School of Education, was sufficiently provoked by the Prime Minister's remarks to write trenchantly to *The Times* last week: "Far from castigating teachers publicly in this

ill-informed way, the Prime Minister should be urging every chief constable and Home Office expert in the land to visit schools and find out, as a matter of the greatest urgency, the secret of teachers' ability not only to restrain, but also to educate these youths, who are apparently beyond the control of thousands of police equipped with dogs and horses."

The numerous police at The Den in south-east London were positioned behind the crowd, not in front as at Luton, where fans blamed a provocative police presence for the troubles at that game. Rather than provoke the crowd the "cavalry" were hidden behind an apt insurance poster board which stated: "Cover for any event."

However, Superintendent Tony Humber, in charge of crowd safety, said after the game: "There is no necessity to shut down the ground. We can control the Millwall fans."

while peace breaks out among fans



.. the calm that followed the Millwall storm

Not such a Den of iniquity

The action at Millwall on Saturday in the club's vital Third Division promotion battle with Gillingham stayed firmly in the goalmouth. The 8,000 fans responded overwhelmingly to a desperate appeal from Mr Alan Thorne, the club's millionaire chairman, and turned a grudge game into a family day out.

A 2-1 win by Millwall's Lions on the pitch was matched by a lamb-like display on the terraces. Even a controversial missed penalty in the closing minutes aroused little wrath from a crowd that in recent years has come to be synonymous (along with Chelsea's) with football hooliganism.

The Millwall fans, carefully segregated from Gillingham's supporters, numbered babes in arms and grandmothers among their ranks, along with girlfriends, fathers, mothers and the merely curious.



Goalmouth action at The Den

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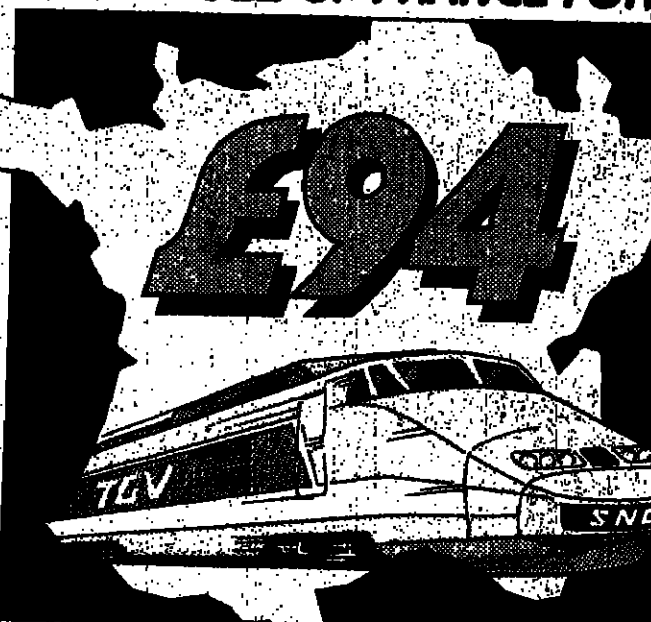
The course provides information on how to deal with those suffering the effects of solvent abuse, and outlines suitable preventive education for those at risk of experimenting with solvents.

The pack, *Solvent Abuse*, costs £25 plus VAT and is available on a sale-or-return basis from Michael Benn Associates Ltd. (HEC), Freepost, PO Box 10, Wetherby, West Yorkshire.



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Susannah Kirkman reports on the new guidelines for the GCSE and looks at individual subjects

Taking a professional approach

The new guidelines for the GCSE are the "professionals' criteria", according to Sir Wilfred Cockcroft, chairman of the Secretary Examinations Council.

They represent more than two years' discussion between exam boards, teachers and the Secretaries of State. Many reflect innovative curriculum work like the Schools Council history and geography 14-18 projects. Others draw heavily on the recommendations of subject associations. But according to the SEC, the national criteria are not written on tablets of stone and are not intended to "place a straitjacket on the examination system" or on curriculum development. All the criteria will be reviewed regularly and the SEC sees the feat of achieving national agreement on syllabuses as proof of the criteria's flexibility.

Sir Keith Joseph, Education Secretary, at first opposed the exam boards' recommendation that science should emphasize the wider social and

economic implications of the subject, which touch on political controversies raised by such topics as nuclear weapons and nuclear power. He said that references to wider issues might make it possible for questions to be answered by candidates without much scientific knowledge. The conflict was resolved by making clear that candidates should need scientific knowledge to answer all questions.

Sir Keith also intervened over the home economics criteria. He insisted on an integrated approach which had to include four aspects of the curriculum: the family, the home, food and textiles. Previously, the criteria had allowed candidates to study only one of these areas. The final criteria now say that pupils can choose to concentrate on one area, but they must spend 40 per cent of their time on the other three elements.

Now that the criteria for different subjects have finally been agreed, it is up to SEC working

parties to define the grade-related criteria so that the aims and objectives of the national criteria are fulfilled. Grade-related criteria will define what each candidate will have to do to be awarded a particular grade. The grades run from A to G, with the GCE boards having special responsibility for the grades A to C, while the CSE boards maintain the standards of grades D to G.

The examining groups also have a duty to redesign syllabuses which do not follow the national criteria. Many groups had produced draft syllabuses for the GCSE before the criteria were published.

Effective in-service training and support for teachers will also be needed if the new exam is to succeed. The criteria demand problem-solving approaches which may be new to some teachers, as well as insisting on some school-based assessment for almost all exams.

Some help will be provided by the GCSE

"manuals" to be produced by the Open University. The manuals, published next January, will help to pinpoint significant aspects of the criteria for teachers and their work. They will comment on things like course work, practical and oral work, and on new issues like differentiation. They can be used as resource material for training sessions. Some subject associations are concerned that they have not been consulted on the INSET material and, like the National Association for the Teaching of English, are already planning to set up their own groups to advise and train teachers in the new assessment procedures.

Many teachers are already doubtful about the INSET planned by the DES as adequate, and are sceptical of the idea that the new exam will percolate down to all teachers, simply providing INSET for all heads of departments. The DES has proposed.

Sheffield summit seeks basis for comprehensive system of vocational education and training

MSC tries to lay the foundations for a new training era

A historic two-day meeting of the Manpower Services Commissioners ended in Sheffield today. They are looking for a way of welding the new big Government measures and existing provision into the foundation for a comprehensive system of vocational education and training.

Most of the commissioners regard the measures announced in the Budget as a watershed in the progress towards such a system. They believe that the Government - intentionally or not - has made it necessary for them to face the big issues underlying the education and training of the under-26s.

The most important issues which the commissioners and their top officials believe have to be sorted out are:

● The relationship between training in industry and vocational education in schools and colleges; and

● The overall funding of the two sides of the system.

It is the Government's assumption that the employers can be induced to pay the lion's share of the cost of providing a second year of training - one which the Confederation of British Industry is still examining dubiously - which is pushing the commissioners towards an overall review of funding, both of the costs of training and of income for those undergoing it.

The Employment Secretary's call for a rationalization of the system of assessment and qualifications makes it imperative to sort out the relationship between training at work and full-time courses.

In a speech last week to the British Association for Commercial and Industrial Education Mr Geoffrey Holland, the MSC's director, told his audience of industrial managers and college staff: "Heaven help us if we develop the YTS in isolation from the schools and colleges."

And he went on to urge the need for people could move between them. The context implied that, by schemes to mean courses and training programmes in educational establishments and industry respectively.

Mr Holland envisaged one possibility as giving school leavers a first year of training followed by a second year of training with an employer.

He said that the Government had been "helpfully silent" on the question



Wilson Longden... YTS should include normal college courses.

of income support, implying that this left room for others to raise the matter. Was it going to prove too difficult to tackle, or was it something that had to be faced, he asked.

"The closer we come to the merging of schemes and movement between of any sharper that question", he said, but pointed out that the MSC could not tackle it in isolation. That, and the context, made it clear that he was referring to the question of maintenance for those on full-time education courses as well as trainees in industry.

The whole matter of the status of those being funded under the new YTS arrangements had to be looked at, Mr Holland told the conference. "I hope very much that we will get away from the position where large numbers of the young people in the YTS are stateless citizens - not employed and without rights or status." He called for a "genuine contract" to give young people a real status as trainees.

But Mr Holland warned the conference that developments in the YTS itself should not be allowed to distract attention from the full-time education of young people or from the training of

adults. Mr Holland made it plain that he attached great significance to the Government's decision to double the size of the Community Programme which was now to include training for the unemployed under-26s. "I feel we are in the position that we were in regard to young people six or seven years ago - that is, on the threshold of large-scale provision."

A paper from Mr Holland's directorate to the Commission meeting points out that the introduction of a second year of youth training "brings within the grasp of the country the achievement of the second objective of the New Training Initiative". This is to provide everyone with the opportunity of full-time education or training up to 18, which implies some kind of income support for those choosing to stay in education.

Mr Wilson Longden, the education service representative on the Commission, is thought to have Mr Holland's strong support in pushing for the Commission to undertake an overall review of the funding of training and vocational education. One objective would be to ensure that the financial arrangements encourage the full use of the vocational education resources in colleges and schools.

Meanwhile, Mr Longden has been urging that the new version of the YTS should fund some youngsters to take normal college courses rather than insist that they attend special courses set up for the scheme.

In any case, an implication of Mr Holland's suggestion that trainees should be given a first year in Mode B is that there will be a major expansion of college-based courses. These have, for the existing one-year YTS, been cut back heavily, leaving the main form of non-employer YTS provision the Mode B1 schemes largely run by voluntary organizations or public bodies.

The majority of them are in the form of training workshops or community projects, and few are considered capable of preparing trainees for the recognized vocational qualifications which the Government expects from a two-year YTS.

Lord Young's detailed proposals for training and jobs are expected early next week. They will be published in a White Paper under the direct authority of the Prime Minister.

provide fully adequate training?

But as key bodies like the Manpower Services Commission and the CBI started to examine the practicalities, it became evident that the Government has thrown another spanner into the works. The announcement that the MSC is to fund a big new programme of teacher training now threatens the precarious cooperation between the local authorities and the MSC - a vital requirement for any real improvement in the training system.

New upset over INSET

The Budget's benevolence to education, the £25m extra it is allocating to teacher training for the Technical and Vocational Education Initiative, has landed the Manpower Services Commission in a new row.

The MSC, which is to fund the training, appears to be planning to distribute it through the TVEI national steering group - to the fury of the Association of Metropolitan Authorities. Mrs Nicole Harrison, the AMA's education committee chairman, is to ask her committee to decide whether to boycott next month's meeting of the group.

She said that the group's members ought not to be asked to pronounce on an authority's training proposals or to adjudicate between the bids of authorities. "We are not equipped and ought

not to be equipped, to challenge decisions taken by I.C.A.s on their priorities for the small amounts of additional cash. ... Our objections to the MSC taking over even part of the training of our own teachers is deep and fundamental."

Association of County Councils members are also thought to have reservations about any use of the steering group, although most do not object to the principle of MSC funding.

Mr Geoffrey Holland, director of the MSC, said last week that not all the money would go to schools; some would be spent on training college teachers and tutors.

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General Criteria

All subjects must comply with the General Criteria, including those not covered by the existing subject-specific National Criteria. The omission of a subject from the specific National Criteria below does not mean that it is less important or that examining groups cannot put forward proposals for exams in that subject.

The National Criteria are the first national exam regulations to say that syllabuses must be free of political, ethnic, sexist and other forms of bias. Examining groups must also bear in mind the linguistic and cultural diversity of society and should try to incorporate material which reflects this. They should also consider making special provision for candidates whose mother tongue is not English.

All syllabuses must also try to help candidates relate subjects to other areas of study and to their own lives. Awareness of economic, social and political factors should be encouraged. Differentiation is another new element. It is a requirement that syllabuses should allow candidates to show what they can do.

French

The criteria vastly increase the weighting generally given to oral assessment. Listening and speaking are two of the four assessment objectives. And the stress is on communicative competence rather than, necessarily, grammatical accuracy. One of the aims is developing the ability to use French effectively for practical communication.

The other aims include:

- offering insights into the culture and civilization of French-speaking countries;
- encouraging positive attitudes to foreign language learning and to speakers of foreign languages; and
- promoting more general learning skills such as analysis, memorizing and drawing inferences.

Mathematics

Practical and investigational skills are emphasized in the criteria. Candidates should be able to apply maths to everyday problems and to science and technology. Tests should assess pupils' understanding of mathematical processes and their ability to use them to solve problems.

There is also a new stress on oral and written communication. By 1991, all examining groups will have to offer a course work element which will test pupils' ability to discuss mathematical

Glossary of terms

are expected to have covered.

Course work is assessed internally by teachers for exams. It measures and encourages the development of skills which are not easily tested in timed, written exams.

Differentiated exams/components: different parts of the exam are set at varying levels of ability to meet the needs of candidates of different

English

Oral work is compulsory in the criteria. To achieve a pass in English candidates must pass the oral work, which has five parts.

Oral assessment should include structured discussion, interviews and individual conversations, as well as reading aloud and delivering a talk.

Reading must include the reading of whole works of literature rather than extracts and a wide variety of texts and other material must be covered. Comprehension tests must not be confined to multiple choice tests which are not allowed to account for more than 20 per cent of the marks.

Course work must account for at least 20 per cent of the marks. It should allow pupils to revise their work and will encourage good writing habits as well as giving them a chance to sample a wider variety of writing.

The assessment objectives say that candidates must show a sense of purpose and an awareness of style in formal and informal situations. They must also show control of punctuation, sentence structure, punctuation and spelling.

Considering the implications of English in a multicultural society is one of the aims of the criteria.

The grade descriptions provided are rather unclear. To win a Grade F in written language, a candidate must be able to understand "basic facts, ideas and opinions, presenting them with a degree of coherence". A Grade C candidate will be able to order and present facts, ideas and opinions with a degree of clarity and accuracy.

Science

The science criteria apply to all the experimental sciences, including integrated, coordinated, combined and general science, as well as chemistry, physics and biology and applied sciences like geology and rural science.

There is a shift from the acquisition of knowledge to its application and evaluation, and practical work also has a more important role. Only 45 per cent of the total marks have been allocated to knowledge and understanding of scientific facts, terminology, apparatus and quantities.

At least 20 per cent of marks must go to the assessment of practical and experimental skills, and at least half of these must be awarded on the basis of laboratory work. Students are required to plan, conduct and interpret experiments, and to devise them to check the validity of data or generalizations.

Course work is recognized as the best way to assess practical skills; formal practical tests will only be acceptable for external candidates.

At least 15 per cent of the total marks are to be allocated to the technological applications of science and to its social, economic and environmental implications, which should "pervade all parts of the examination". But it will not be permissible to set questions which can be answered without appropriate scientific knowledge.

The criteria specify a minimum core of content which should account for two-thirds of the total marks. The core themes are:

- the diversity of organisms - ranging from micro-organisms to mammals;
- relationships between organisms and with the environment, such as energy flow with ecosystems and human interactions with the environment;
- the organization and maintenance of the individual - including basic cell structure and life processes in plants and animals; and
- the development of organisms and

Chemistry

The minimum core can become a full complement of content by treating specific topics at more depth and by adding other relevant topics to the core themes.

Experimental work and the applications of chemistry have a central role. Candidates must be able to explain the everyday uses and practical applications of chemistry and select tests, procedures and practical techniques to "investigate the validity of interpretations, conclusions, generalizations and predictions".

The minimum core of content includes knowledge of specific compounds and of patterns and theories, understanding chemical applications in industry and the social, economic, environmental and technological implications of chemistry, as well as carrying out experimental skills. But all of the core areas must be related so that pupils can understand, for instance, the applications of chemical compounds and theories.

Physical Chemistry

Experimental work and social, economic and technological applications of physics must pervade the whole syllabus.

Experimental work requires a combination of skills including analysis, interpretation, synthesis and evaluation, and laboratory skills, including observations, manipulative skills and specific techniques.

Core content is specified in five main areas:

- matter, including the structure of an atom and states of matter;
- energy, including forms of energy, energy transfer and waves;
- interactions, including forces in equilibrium and electrical and electromagnetic interactions;
- physical quantities, such as base and derived quantities and their units; and
- applications of physics, which must be included in the other core areas.

Physics

Experimental work and social, economic and technological applications of physics must pervade the whole syllabus.

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(0219)

NEWS



Adriana Caudrey visits a school that is aiming to help a community put down new roots

How to reach pupils from nought to ninety

Not so long ago it was estimated that £80,000 a year was being wasted on unused classrooms at a single Nottinghamshire secondary school.

The school, Dukeries Comprehensive in the mining area of Olorton, had seen its roll plummet from 2,000 to 1,000 in the late 1970s.

So in order to make better use of the accommodation the ground floors of the school's 15 houses were converted into a community centre.

The conversion work has been completed at a cost of £330,000 - to have built the new facilities from scratch would have cost £1 million - and next month the campus will be officially opened.

Mr Roy Sowden, principal of the Dukeries, says the approach is holistic. It involves teaching the whole person, and the whole community. This is very important for Olorton which took a influx of families from Scotland, Wales, and the north-east, when the mines were expanded in the 1930s. As a result, the community in some respects lacks a sense of roots.

The Dukeries has created its own extended family. Children first attend the complex before they are born - because pregnant mothers may attend

the under-fives' centre - and adults continue coming into their 90s. The different age-groups are regarded as learning resources for each other.

"Take Gayle, a fourth year, doing a child care option, on her hands and knees in the Dukeries crèche. She is getting invaluable first-hand experience of the mess generated by under-fives. Some of the mothers, who are already well-served in the field, are also coming to study for example, O level art, A level sociology, DIY, or hairdressing.

The fact that infants can attend the Dukeries is seen as important because it means that learning problems, can be tackled early. This is particularly crucial since 28 per cent of pupils at the

A Great Debate on the expansion of community education is to be held this weekend at the University of London Union, in Malet Street, WC1.

The conference, entitled "Why community education?", will stage a simulated debate between local politicians and ratepayers that will explore the problems involved in setting up community education schemes and examine how they alter the role of the teachers and give pupils greater autonomy.

The organizers of the conference, the Community Education Association, are expecting 200 people to attend.

Among the speakers will be Dr David Hargreaves, ILEA's chief inspector, who will argue that there should be more community schools in the inner cities and in rural areas, because they broaden the scope of education and draw together communities.

Welfare officers told to focus on truancy

by Mike Durham

Education welfare officers have welcomed a review of their job and work practices announced this week by the Department of Education and Science.

The year-long inquiry will require local authorities to assess the functions, organization and methods of the welfare services they provide, and will be followed by talks on training.

In England and Wales, local authorities have no legal obligation to provide welfare services and education welfare officers (EWOs) have been pressing for an inquiry into their status for some years.

In a draft circular to local education authorities, Sir Keith Joseph, the Education Secretary, says that truancy should remain central to education welfare officers' work.

School attendance, he says, is a matter for concern at local and national

levels. In some schools, attendance rates are "worryingly low", particularly in the 14 to 16 age range.

The Education Secretary outlines proposals for tightening up procedures for signing potential non-attenders from slipping through the net.

One suggestion is for EWOs to make annual written reports to school governors, prepared in consultation with "heads" and teachers, detailing non-attendance rates and the causes of truancy.

Sir Keith also suggests that EWOs and teachers should make "regular and searching analyses" of school attendance records, to develop methods of identifying potential truants as early as possible.

A final version of the circular will be sent out later this year and local authorities, teachers and welfare associations will be asked to comment by



Dukeries... the young and the old and down on the farm



Dukeries school have a reading age at least two years below their actual age.

The pensioners of Olorton, who attend the old people's day centre, which opened last week, will mix with the children. Their anecdotal memories of Olorton have a flavour no history student could get from a textbook.

Joyce Burton recalls: "Before this school was built, the mission hall was our first school. There were two classes there." And Mary McGraw remembers the men coming home in their pit dirt and washing in a tin bath in front of a coal fire.

The pupils can also learn from watching animals on the complex's farm. Students taking rural studies O

level and CSE can use the farm for academic purposes. But Mr Sowden is adamant that it is there chiefly to provide education in a broader sense.

The complex also has a centre for mentally handicapped people, a theatre with seating for 200, a concert hall which holds 400, a youth centre, where unemployed youngsters can play snooker at lunchtime, a community library and information centre, and an advice centre.

Many of the remaining classrooms are open-plan, which is conducive to an informal style of teaching. For example, some maths lessons are self-service and youngsters choose their materials from a trolley. Frequently, teachers take classes in pairs. There are also "box" classrooms for teachers who prefer a more traditional approach.

Mr Sowden said it was far harder to run a campus such as the Dukeries which had evolved around a school, than one which was purpose built. For one thing, it takes time for staff to adapt to the new environment. Mr Sowden has moved from being the head of a comprehensive school, and a chemistry teacher, to the principal of an enormous community network. He now has no time to teach chemistry. But he finds it infinitely more rewarding.

Gay group blames AIDS scare for teacher persecution

A campaign is being launched by the Gay Teachers' Group to combat the victimization of gay teachers, which has been the outbreak of the fatal disease AIDS.

The London-based Gay Teachers' Group has become alarmed at the increasing number of reports of teachers being shunned by pupils, and taunted by pupils, and blamed largely on "hysteria" and ignorance about AIDS (Acquired Immune Deficiency Syndrome). The group has produced a leaflet, which aims to dispel myths about the disease, and which it hopes to circulate in schools.

The leaflet points out that AIDS cannot be passed on by ordinary contact, but that it is transmitted through contact with the semen, or blood products of an infected person. According to the group, very few teachers at one London school have been ostracized by their colleagues, but they refuse to use the same table coffee mugs as they do.

At another school, a pupil was home for three days after writing an obscene comment on the blackboard suggesting his teacher had AIDS. Four pupils had also boycotted the same teacher's lesson, armed with a petition saying that they did not want to be taught by an AIDS victim.

According to Mr Peter Bradley, the group's committee, such incidents are now widespread. He said: "The latent prejudices against gay people have been heightened by the AIDS hysteria."

The leaflet warns that it is dangerous and ignorant to refer to AIDS as the "gay plague", as do the popular press. It states that teachers are merely the first large group among whom it was identified.

The leaflet also explains that AIDS is caused by the virus HTLV-3.

A spokesman at the Department of Health supported the points made in the leaflet. He agreed that references to a "gay plague" were dangerous because they led to persecution of gay people, and created the illusion that teachers were somehow immune to the disease.

The leaflet, entitled AIDS: Hysteria and why teachers should be concerned, is available, free, at the Gay Teachers' Group, BM Gayteachers, WC1.

Academic entrepreneurs at work

Stuart MacLure reports on an unusual university which has survived, and indeed prospered, with the help of a little property speculation to celebrate this, its fiftieth birthday.

When he moved up to the top job as rector he brought in Antonio Leaño, one of his fellow students from the class of 1935 - now a lawyer and property tycoon - as his vice-rector. Together they set about drawing up a development plan. A prodigious fundraising effort tapped the wealth of Guadalajara and surrounding Jalisco, the North America foundations and the US AID agency which put up \$2.6m to start building a campus.

It was at this point, it seems, that Antonio Leaño's midas touch came into effect. The university began buying land on the outskirts of the city. Within two years, land that had been bought for 10 pesos a unit had multiplied in value 35 times. The university borrowed money and bought more land, going into a joint venture with 20 wealthy guarantors buying half for development, half for speculation - and reaping more large capital projects.

Those who benefited from the capital appreciation were persuaded to share some of their windfall profits with the university.

By a succession of brilliant land deals, of a kind which belies any notion that a university must somehow lack entrepreneurial skill, the Autonomous University has built a large and well-found campus for some 20,000 students on a site of 850,000 square metres, while at the same time putting together what amounts to an endowment of more than 10 million square metres for future exploitation.

This financial sleight of hand made possible other forms of more conventional university development. From the start, Dr Garibay aimed at raising the quality of the university by escaping from its hand-to-mouth tradition. There had to be a reform of the administration, an escape from the



View of Guadalajara, the town where the university is located

worst and most inefficient practice which dogs most Latin American universities. The faculty had to be put on a mainly full-time, salaried basis. The traditional formal contests by which would-be professors competed for their *cátedras* were discontinued. Methods of appointment were modernized. Dr Garibay brought together a group drawn from other established universities, most of them north of the border in the United States, to provide an independent advisory team, to give the Guadalajara staff a wider frame of reference.

Quite deliberately he set to work to raise the university's horizons. He got money for a programme of scholarships to compensate in part for the rise in tuition fees needed to finance a quality institution. By 1970 the new campus was in operation and the student numbers had begun to rise along with the new infrastructure. The school of medicine, in particular, expanded, taking in many from outside Mexico, including a large contingent of US students who had been unable to get into American university medicine schools.



Puerto Rico... sun-drenched Caribbean island

(Expatriate American medical students also figured, if you recall, in the dramas of the American invasion of Grenada. Now a private medical school is planned in London, with one eye on an unsatisfied US market.)

Guadalajara seems to have shrewdly made the most of its geographical position and recruited the American medicos, charged them premium fees and allowed them to subsidise the local students.

With a huge school of 4,000, standards must be difficult to maintain, but Guadalajara has so far managed to survive rigorous evaluation by the American Medical Association and retained its accreditation. Normally American students hope to get back into the US system within a couple of years.

The university is to an unusual degree the product of its dynamic rector and his financially astute vice-rector and corporate manager. At times it almost seems like a family business. Inevitably it attracts controversy, and criticism, plenty of it. As a private institution it tends to attract students, but

better-off homes. The state universities are thought by many of the parents of students who go to the Autonomous University as hotbeds of Marxism and political activism - as in some measure they are. There is no ban on political activity at Dr Garibay's university but it is not a full-time pre-occupation.

There was a time a few years ago when Dr Garibay had to fend off unwelcome overtures from the Bishop who wanted to establish direct links which would have made it a Roman Catholic-orientated institution. Dr Garibay, himself a devout Catholic, refused, was threatened with excommunication and had to take his case to Rome to defend the independence and the non-sectarian nature of his university.

The role of a university like this in a country with the monumental social problems of Mexico is complex. On the one hand, it is training professionals in a society where there is already a substantial professional and middle class, many of whom live very well.

On the other, it seeks to recognize obligation to national social or economic development. All students have to put in two weeks a semester away from the university working on social projects. It began with the medical students and nurses, doing part of their practical work in rural clinics and at the same time discovering how the other half lived. Now it has been extended to all. Many of the students dislike the experience at first; some come to value it later and get a lot out of it. What carry-over it has into career choice is not clear - Mexico remains a country of glaring contrasts.

After 50 years, the university is now looking ahead. In particular Dr Garibay has his eye on building up closer relations with science-based industry in bio-technology, engineering, agriculture, computers and information, electronics, and food technology. There are fruitful links with universities in the US such as Arizona State University and Colorado State University. Dr Garibay, who is 69, shows no inclination to retire, but whoever follows him will have a job on his hands.

Higher standards... and everything else under the sun in Puerto Rico

Sub-tropical pursuit of excellence

After Mexico it's a few hours on the plane, across a time zone or two, and down to Puerto Rico. As every discerning visitor knows, Puerto Rico is a commonwealth of the American Union - a US state in all but name - and a sun-drenched island in the Caribbean. Such a location has distinct charms as an alternative to London in March.

Puerto Rico was one of the first islands to be settled by the Spanish. The Spanish language and culture predominate, though visually, the urban environment is heavily scarred by the North American influence. The American connection helps to make this a rich island by comparison with others in the region, but there is plenty of poverty about and immigration to the United States - which is not dependent on entry permits or labour restrictions - ebbs and flows with the cyclical movements of the local economy.

San Juan, Puerto Rico, is the site of another international gathering - the fifteenth conference on education organized by the Interamerican University of Puerto Rico, where the rector of the San Juan campus is the dynamic Rafael Carrasquena.

Dr Carrasquena, a vigorous, slightly practical-looking figure in his mid-thirties, is the moving spirit. He has

organized a programme around a panel of speakers from Europe, from the United States, from Japan, from Latin America and from Puerto Rico and its neighbour, the Dominican Republic. The theme is - wait for it - excellence in education.

All round the world these are the days when educators, administrators, politicians, ply their mind with excellence. The 1960s and the 1970s were dominated by the sheer pressure of numbers and the problems of expansion. (Few education systems were as successful as the British in ensuring that the resources rose in proportion to numbers in higher education - or, to put it another way, many other systems allowed a much greater increase in student numbers than Britain, where the gate-keepers of opportunity took care to see that Heaven did not get crammed.)

Now the emphasis has moved away from expansion to quality, amid harsh criticism of standards and the teachers. From President Reagan's United States to Mrs Thatcher's Britain and M. Mitterand's France, the message is the same: how can standards be raised and excellence elevated as the supreme aim?

Continued on page 16

More student grants as admissions boom

by Biddy Passmore

The number of new mandatory grants paid to students by local education authorities rose by 3 per cent in 1982-83, as a boom in polytechnic and college admissions more than matched the drop in university intake.

New Government figures show that 137,500 awards were made compared with 134,500 the previous year. The total number of mandatory grants paid was up by 4.3 per cent, to 370,500. Lesser value awards - mostly for students under 19 on non-advanced courses - also rose, by 8 per cent to 85,900.

In all, local education authorities paid out nearly £560m in student support in 1982-83, the figures show. But they got most of the money back from central government. Mandatory grants, for instance, which made up nearly three-quarters of the total, attract a 90 per cent DES grant.

While the number of undergraduate grants increased, the number of grants paid to postgraduates by the research

councils and the DES fell by 14,800.

More parents were also expected to contribute towards their children's education, with the minimum residual income for a family of four rising from £6,600 to £6,800 for the second year.

The proportion of students whose grant was reduced because their parents were expected to contribute rose from 66 to 70 per cent. The London Borough of Barnet had the highest proportion of young people on the highest degree or equivalent courses in 1982-83. No fewer than 991 in every one thousand 18 and 19-year-olds in the borough were given new grants for higher education, 166 for university courses and 225 for courses at polytechnics or colleges.

Student awards in 1982-83, England and Wales, DES statistical bulletin 3/85, available from the Department of Education, Elizabeth House, York Road, London SE1 1LW.

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CARIBBEAN NOTEBOOK

Pursuing higher things in education

Continued from page 15

But what (I wonder) is excellence? Or rather, what is excellence going to be within the context of this sub-tropical discussion?

There are several different approaches on offer. One of the first consultants on hand is Torsten Husén, the veteran Swedish educational researcher, now doyen of the comparative educationists. For many years, his main concern has been the International Assessment of Educational Achievement. The IEA from time to time generates giant surveys of educational standards in subjects like science and maths and provides the wherewithal for international comparisons and (though the purists would deplore the idea) league tables of excellence which always seem to show the Japanese, and the Hong Kong and Singapore Chinese, at the top. Another spasm of testing has recently been completed and the results are beginning to appear.

A quite different approach comes from an American professor, Dr Ken Mortimore, of Pennsylvania State University, who speaks at some length about a forthcoming American study of Excellence in Higher Education. This arises from a parallel exercise to the presidential study on excellence a couple of years ago which produced its spine-chilling warnings about creeping mediocrity in the secondary system.

Dr Mortimore lists what he calls the warning signs in American higher education—a narrowing of the range of undergraduate courses, which enables students to avoid the humanities and



How far does education touch the poorest Puerto Ricans?



The university campus, San Juan

programmes which demand literary and verbal skills and concentrate on narrow vocational courses:

- A deterioration of the university plant;
- A falling behind in faculty salaries;
- A tendency to measure quality by adding up the inputs (money, staffing, etc) not the achievements;
- A tendency to neglect research into effective teaching and learning.

Interestingly enough, a visiting Martian might make similar criticisms of the British higher education scene, except that he would note that the tendency to focus on narrow vocational skills (which Dr Mortimore deplors in North America) seems to correspond to what Ministers appear to want here.

As to the remedies, Dr Mortimore and his colleagues clearly put most weight on measures which would involve the students more fully in their own active learning. I doubt if this would be the first priority of English academics, though perhaps it ought to be. This becomes one of the themes of the conference. Students have to be encouraged to share with enthusiastic staff the expectation of high standards of achievement. For this, better forms of assessment are essential, not less important, better ways of ensuring that the results of the assessment are fed back to students and teachers alike. This leads to questions about performance standards and the matching of

achievement to potential for each individual student.

In the United States context, to get more student involvement it is necessary, says Dr Mortimore, to devote more top-level resources to teaching the first two years—the cohorts normally taught by hard-up graduate students which may never expect to come face to face with a professor. And it is now possible, he believes, to increase active involvement on the part of the student by taking advantage of the latest technology. More time is needed for undergraduate learning, even if this means cutting down on students' paid employment. In fact, Dr Mortimore is actually demanding that students should be made to work harder.

Finally, he reveals what he and his group did not regard as measurements of excellence. They rejected the selective criteria by which some American universities (and all British universities) conclude that they are excellent because they attract a well-qualified entry. They rejected expenditure as a measure of excellence: it doesn't follow that those who spend the most are the best. And they refused to rely on traditional reputation which can quickly get out of date. None of these is a substitute for looking at what people actually do.

Dr Mortimore's presentation turns out to be a neat blend of analysis and rhetoric—like the President's Excellence report before it, it is designed as

an instrument to make things happen, not just as a dispassionate review of quality.

Judged against this review, the British higher education scene looked distinctly anemic. The United States university and college scene is rich and diverse in the sense that there is always something and somewhere for everyone. Elitist definitions of excellence which lie at the heart of the English higher education tradition would make absolutely no sense in systems of HE which (like those of the United States and Japan) must be capable of embracing more than half the population. In Britain excellence is likely to be defined in terms of rarity—the best which must, by definition, be a peak of achievement which stands out from a plateau of respectable endeavour, and a valley of mediocrity. Otherwise it is not excellence.

When it comes to my turn, I find myself analysing this elitist concept of excellence—originating in a splendid humanistic conviction that excellence in education and in research is what emerges when the ablest scholars and the ablest students are brought together and the chemistry of scholarship is allowed to take place—the fizz of ideas, the fermentation of original thinking, perception, understanding.

And from this elitist notion of excellence in higher education so many other things flow—a narrowly-based higher education; the pretence that all

university degrees are equal, the excellence can be put in containers called higher education; the creation of a second tier of higher education, the polytechnics—which are under constant pressure to continue the models of quality set up by universities and adopt their values.

And below the university there is the effect of this concept of excellence on the secondary curriculum. A prime function for schools is the sorting process which identifies the one in seven or eight who can be selected for this initiative of excellence. The consequence of all too obvious in an examination system which has provided income for the top 20 per cent in the last institutionalised discouragement of the bottom 80 per cent.

How much better to have a pluralistic concept of excellence which values high quality at every level—indeed the level of the average student? For that matter, the education of the handicapped—the pluralism in every intelligent person's mind—while still being important, is in the cage of excellence which the universities have built, and which British professional associations are enclosed.

Alongside this, there is something extremely beguiling about the sensitive patchwork of higher education in North America and elsewhere with a niche for everyone—those for whom an excellent performance will never be the same as the excellence of Stanford or Berkeley. Why do market-oriented mindsets like this not grasp that? When Americans themselves get stuck about the shortcomings of their own courses and institutions some of which are, indeed, pretty poor, it is difficult to resist Chesterton's observation: "if a thing is worth doing, it's worth doing badly". The saving grace of current American drive towards excellence or standards is that it is not based on the fallacious notion that standards are raised by excluding the dullest. British instinctive response—improving the quality of everyone's learning.

TES correspondents look at the battle to introduce the computer in the classroom

Staff still harbour doubts on keyboard revolution



UNITED STATES

Glennick or revolution? Blessing or curse? The argument over computers in schools continues to rage among American teachers.

At college level, the battle seems to have been won by the micro-chip, and several universities are even requiring new students to buy their own computers as a condition of entry. But in the schools there is still doubt about the usurpation of the teacher's role, and a fear that computers, like language laboratories, will be a passing craze.

Industry experts like Harvey Long of IBM forecast that schools of the future will have a computerized resource centre which will receive information from the outside world 24 hours a day. Part of the centre would be a computer-based laboratory, serving as a "drop-in" facility where students could work on word processing, computer programming or tutorials. Teachers could use the terminals in the laboratory for test development and grade recording.

But such developments are a long way away. At present, even in the technologically advanced United States, the average ratio of pupils to computers is 72 to 1. The problem is less one of cost than the availability of the right form of software, and the attitudes of teachers who view new technology as a threat to their jobs.

The National Education Association, the largest of the teachers' unions, has set up an educational computer service to evaluate and endorse software, and produced its first teacher's catalogue last year. However, this is now the cause of some concern with software publishers attacking the NEA's link with a Maryland firm of computer consultants, which charges high fees for its evaluations.

One teacher who has little doubt of the computer's potential in the classroom is Christine Chaille, an education professor at the University of Oregon. Dr Chaille has been proving her point with experiments at kindergarten level, concluding that computers hold great potential to make children more intelligent and better prepared for an increasingly complex world.

Dr Chaille has been putting a class of three and four-year-olds through a course of computer games. "How the child learns is more important than the successful solving of the problem," she says. "A child may be successful at finding a solution, but be incapable of transferring an effective strategy to other problems."

In one game, called "bubble burst", a creature named Soapy is in a bathtub full of bubbles, and birds are swooping down to burst them. The child uses a joy-stick to aim and fire bubbles at the birds. If the child is successful, the birds are caught in the bubbles and are prevented from bursting the bubbles. Dr Chaille's study was not intended

to develop computer literacy in pre-school children, but to find how computers can be used to help children develop flexible and creative approaches to problems. In this she believes she has succeeded, but she admits that the computer can be used to stifle and to bore children.

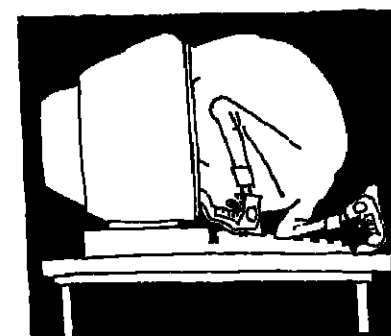
Her own studies showed that computer games, if they allow a child to test different approaches and see the immediate results, work better to promote problem-solving skills than most available educational software.

"There are many 'educational' programs on the market, but very few that help to educate," Dr Chaille said. "Computers can easily be used for drill and practice, but making computers into glorified flashcards is misusing them. Role learning in any form is not good education. Most people are either not critical or are severely critical of using computers in the schools. There is little middle ground. That is partially why, although computers have tremendous potential, much of that potential has not been realized."

Girls in the US are not getting their fair share of places on computer programming courses, according to a report just released by the National Project on Equal Education Rights. Surveys of high schools in California, Maryland and Michigan show that boys outnumber girls by two to one in academic computer programming classes.

Bill Norris

Charlotte Beyers



New boost for £7m programme



GERMANY

West Germany is making a determined effort to back its frequent claim as a world leader in the quality of computer training in schools, further education and universities, amid noisy debate about the educational and social impact of the micro-electronic revolution.

In January, the Federal Education Ministry further boosted a £7 million programme of pilot projects initiated last year, which aims to support industry and vocational schools in adjusting to training demands in the computer age. Dr Dorothee Wilms, the Federal Education Minister, said: "We cannot prepare young people for the vocational challenges of tomorrow using yesterday's methods." At the launch of an additional £250,000 scheme to produce training videos on micro electronics in the working world.

Bonn has estimated that 70 per cent of all jobs will directly involve the new technologies by the end of the decade, and so has earmarked computer familiarization as a top priority.

Last year, in a bid to increase broad public awareness in the field and counter "micro mystification", the ministry spent £100,000 co-producing a 13-part television series.

The energetic tone adopted by central government has been echoed in the regional education authorities. In Lower Saxony, 20 expert commissions are formulating strategies for the use of computers in schools.

Baden-Württemberg, the centre of West Germany's computer industry, has led the field in making computer science a compulsory secondary school subject during the current academic year.

A recent survey in Bavaria suggested that 90 per cent of the state's grammar schools already use computers.

Paul Bendelow

Four cities set the pace



SOVIET UNION

A new drive to introduce computers into the classroom has been announced by the Soviet Union's Education Minister, Mr Mikhail Prokofyev.

Four cities—Moscow, Leningrad, Sverdlovsk and Omsk—are pioneering the use of computers in education and vocational training centres are being set up to give children "hands on" experience.

Meanwhile, representatives of the country's 200 teacher training institutions have been discussing the problems associated with computer-assisted learning—particularly at secondary level.

Minister speeds up plan for micros



FRANCE

Uncomfortably aware that the delay in equipping French schools with computers has meant that few children ever lay hands on one, M. Laurent Fabius, the Prime Minister, has announced an ambitious scheme to install at least 100,000 micros by the end of this year—and not over the next three years as was originally planned.

"Thanks to this plan," promises M. Fabius "already this year France will be one of the leading countries in the world—probably even the most advanced—in computer education, promoting research in industry, and the education ministry which will finance part of the Government's programme to fight unemployment through improved training and modernization of industry."

Apple's Macintosh almost cornered the market in hardware but following protests from French firms it has lost out to Thomson's 707 and M05 home computers and the Bull's new semi-professional Micro 30 which is IBM-compatible.

One of the biggest set-backs will be the lack of exciting, French-produced, educational software. M. Fabius has formed an association to produce 400 programs by next May, and M. Jean-Pierre Chevènement, the Education Minister, has promised that the ministry will play its part in the provision of a further 1,000 for next September.

Mary Follain

Growing numbers decide to stay on

AUSTRALIA

Australian schools are becoming more attractive places for senior high school students, who are now staying on until the end of year 12 in greater numbers than ever before, a national survey has found.

The study, conducted by the Australian Council for Educational Research, also found that one of the main reasons why more students are now completing their secondary studies is because they have higher expectations, believing that a better education will get them a better job.

The other two major reasons for the increase in retention rates are a shortage of suitable jobs outside (as a result of the economic recession); and the fact that many schools are now offering more attractive, useful and accessible courses.

The study, which was commissioned by three Federal Government agencies, dealt only with retention rates in Government schools during 1982-83, the latest year for which statistics are available.

It found that the proportion of students in Government schools who stayed on to the end of year 11 had risen from 52 per cent in 1982 to 58 per cent in 1983.

The proportion of students staying on to year 12 during the same period increased by 4 per cent to 34 per cent. This compares quite favourably with retention rates in the previous decade. Between 1972 and 1982, the number of students staying on to year 11 grew by less than 1 per cent a year (from 44 per cent to 52 per cent), while the number of students staying on to year 12 rose by only 2 per cent over the whole 10-year period.

The study also found that students from non-English speaking migrant families had a higher retention rate than students from English-speaking families. One of the researchers involved in the study, Dr John Ainley, said that it was "inappropriate" to say that the rapid increase in retention rates in Government schools in 1982-83 was due solely, or primarily, to the contraction in job opportunities for young people.

Luis Garcia

Military training plan

Military training will be introduced into some Chinese schools, colleges and universities from September, it was announced in a circular to all educational institutions issued jointly by the Ministries of Education, Labour, Personnel and Finance, and the People's Liberation Army.

Details of student numbers and organizations affected were not given, but it was indicated that institutions

with suitable facilities were likely to be involved. Students, the circular said, would be selected in accordance with the provisions of the country's army service law. For many first and second-year college and university students, military training would be compulsory.

The training would require selected students giving up part of their annual holidays to attend 10-day camps.

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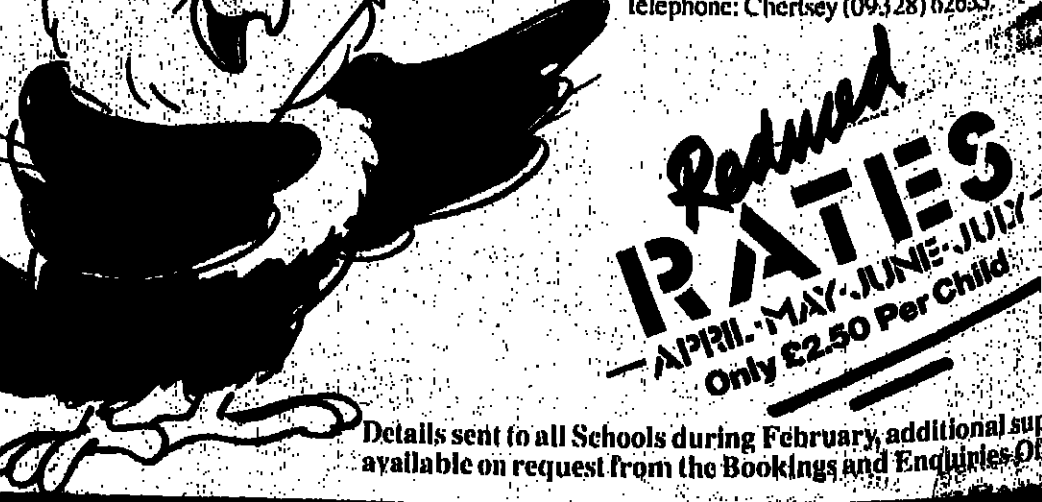
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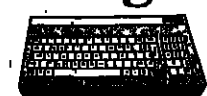
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Budget paves the way



SWEDEN

Swedish schools should see the introduction of computer systems, the ending of unsupervised lessons and more instruction in the Swedish language, as a result of the Social Democratic Government's Budget for 1985-86.

Compared with a 5 per cent increase in the total Budget—close to the likely inflation rate—spending on the 10-year comprehensive school will rise by 6.5 per cent but investment in senior secondary schools (gymnasial) will decrease by 0.7 per cent.

The statistics belie the increased attention being paid to the senior secondary schools. They will be able to offer an extra 2,300 places next year.

Donald Fields

"THERE'S ALMOST NO PARENT OF CHILDREN AT SCHOOL WHO DOES NOT HAVE SOME EDUCATIONAL HORROR STORY TO TELL"

THE LISTENER

This week's 'Listener' is required reading for every parent and teacher in the land. In it, we reproduce in its entirety the transcript of Lady Mary Warnock's BBC TV Richard Dimbleby Lecture: 'Teacher Teach Thyself'. We can all learn something from it. As you can every week in 'The Listener', which covers a wide breadth of subjects that matter. In depth. No wonder so many intelligent people are such good listeners.

LETTERS

A bright dyslexic child would fail

Sir - I was relieved to hear that the National Association of Head Teachers is totally opposed to the proposed GCSE Distinction and Merit awards, and trust that the reaction of other teachers' organizations will be the same, for all the sound and valid reasons given by the heads.

As a parent, it is difficult to disassociate one's concerns for one's own offspring from that of one's genuine interest in the education of all children. In this instance I need no justification in relating my personal experience because in so doing I plead for all children with specific learning

difficulties. The proposed Distinction and Merit Awards fill me with horror, since our children, like me, are dyslexic and I recognize in this system a further possible insurmountable barrier for such youngsters.

My eldest son read at 14, obtained six B grade O levels at 16, three A levels at 18, and a degree in physics with electronics at Manchester University last year. He would never have been able to obtain a Distinction and Merit award, since his inability to pass an examination in English, let alone a foreign language, would have debared him.

The O level English requirement presents difficulty at present, but a University Use of English examination proved an acceptable alternative. One cannot imagine that the NAHT's assumption that Distinction and Merit awards will be used as an early "sift" for university applicants is incorrect. I understood from the address of Mr Robin Paul of ICI at the North of England Conference at Chester, that Great Britain has a shortage of able scientists and electronic engineers.

History proves that those who achieve distinction in life do not necessarily possess the ability to excel in early formal education. Therefore flexibility and recognition of potential is necessary throughout education.

I would hope that sufficient opinion could be voiced to prevent the introduction of this proposed system, for it would certainly increase the problems of some disadvantaged children.

SHEILA M NAYBOUR
National Confederation of Parent-Teacher Associations
43 Stonebridge Road
Northfleet
Gravesend, Kent



Violence cure

Sir - If teachers are responsible for soccer violence, as Mrs Thatcher seems to think, and if three-quarters of us are incompetent, as Sir Keith Joseph apparently believes, perhaps the best service we can give the community is a Mode 3 CSE in Hooliganism.

By the time we have bored the poor candidates out of their minds with the merits of boots with leather soles and/or uppers for first-class shin-breaking, made them draw detailed diagrams of the sensitive areas of a policeman's anatomy, and given them workshop practice in honing razors, we should have effectively cut the GBH rate at matches by 75 per cent.

JOYCE I CARTER
8 North Road
Horsforth
Leeds



Violence at the Luton Cup match...

Young offenders

Sir - I watched the England under-15 schoolboy soccer match at Wembley. England lost 0-1 to the West German side.

In view of the appalling behaviour of hooligans at recent professional matches, the thing that stood out in my mind after the game was the fact that the vast majority of the crowd - almost all primary school children - showed

little sign of good sportsmanship. The visitors were booed rather than applauded when they played good football right the way through the game. Even at the end when the German boys went up the steps to the Royal Box to receive the trophy and their medals, they were booed.

How much nicer it would have been had the crowd of children been able to accept defeat gracefully and simply clap the opposition at that stage.

The England team, thankfully, as I



learning bad habits

would expect, were entirely free of criticism in this respect and congratulated the opposition at the end of the game. Perhaps there is something that we all as teachers could do?

BILL SHEARING
Under-15s Team Manager
Berkshire Schools FA
Deputy Head
Stoneham School
Reading

Training time

Sir - The rejection by the Youth Training Board of the Manpower Services Commission's recommendation for mandatory staff training in YTS may be a "victory" for the AEB Group on Contents and Standards (TES, March 8) but surely it is a victory.

While acknowledging that the YTB has declined its intention to encourage providers and sponsors to review the competence of staff involved in YTS, nevertheless the resolve of providers and sponsors to do so, would be strengthened by the inclusion of staff training within the minimum criteria applied to schemes from April 1, onwards.

Finding the time to train always and always will be a problem for our schemes, but staff training is confined to attendance on weekend courses - in-house, tailor-made, evening work, week-end residential, where there is a will there is a way towards providing support and training for staff. The word "training" also covers a multitude of approaches chosen to suit the individual or group needs.

How disappointing and frustrating, therefore, to see the YTB asking another year to go by without letting its fullest support to the improvement of quality in YTS through staff training for all staff involved in supervising and training young people.

If it is too late to influence the board's decision for 1985-86, will we see the omission put right in 1986-87?

ANN BARTON
Staff training coordinator
Lancashire Accredited Training Centre
Southport Road
Chorley

Back 'one day, no pay' plan by writing

Sir - I rejected to see the letter from six staff at the Nicholas Breakspear School (TES, March 15) suggesting an alternative approach to the current pay dispute.

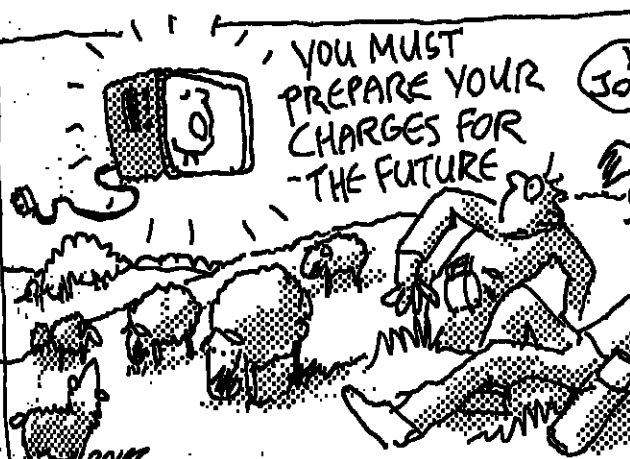
I am as concerned as everyone else that teachers' pay has dropped so far behind that of other professional people, and am very disturbed at the low priority it indicates that education has in the eyes of the Government and, presumably, the public. But I am not persuaded that striking, or even withdrawal of goodwill, can achieve anything except the alienation of our sympathizers.

At the moment the Government calls the tune and we dance to it. We must break out of confrontation politics they determine, and take the initiative. If the media will not give fair coverage to our case, we must pay for our own presentation.

I wholeheartedly support the proposal of a "one day, no pay" to finance this massive publicity drive. I also propose a massive campaign of letter-writing. For a start, each union could encourage its members to write to the Education Secretary, preferably on a pre-arranged date. Other letters, in large numbers, to local papers, parents, governors, and councillors, would also have considerable effect.

As responsible teachers in a democratic society we must show our children that confrontation is not the only way to seek to achieve one's purpose.

JANET GILBRAITH
Long Road Sixth Form College
Cambridge



Reduced to size

Sir - On Sunday we had a long power cut, not an unusual experience in the part of the country where I live, so we were obliged to watch the interview with Sir Keith Joseph on ITV's 'Weekend World' on a portable set fished up to an old car battery we had found in the back of the garage.

As the programme progressed and Sir Keith became more and more combative by some very sharp questioning on the part of Brian Walden, the battery began to run down and the picture became smaller and smaller. Eventually we were left with the image of the Secretary of State sitting wringing his hands and reducing in size until he disappeared altogether, ending up as a little white spot in the middle of the screen.

I don't know if one can attach any political significance to this experience but at the time it had a metaphorical character which was quite disturbing.

A KINSEY
Formerly Senior Inspector
Essex County Council
Chelmsford

No excuse now

Sir - The "one day, no pay" suggestion from teachers at Nicholas Breakspear School, St Albans, was a good one. There could be no excuse for the usual objects' not to contribute to such a fund.

One might think more highly of colleagues who object to taking industrial action if one ever witnessed them rejecting salary increases. Since they are often also amongst the highest

Strikes no good

Sir - The National Education Association wants to maintain good schools and education. Strikes by some teachers inspired by the unprofessional agitation of some union leaders do teachers no good and damage pupils. We deplore strikes (especially without notice) which cause children to be locked out of classes, while saluting the courage and integrity of those teachers who are continuing to maintain the education and future of our children.

Good teachers deserve better pay, but are the strikers intelligent or professional enough to think, after the experiences of the past year, that industrial bullying pays? Will their positions in the classrooms be tenable now that they have taught their charges to march and demonstrate in support of self-interest?

There are wiser methods of arguing a case than until union leaders adopt them how can onlookers protect children? Steel and haulage firms refused to be bankrupted by striking miners - parents, genuinely dedicated teachers, and local education authorities must act together to defend the educational careers of our children. A few weeks at the age of 14 to 15 is more crucial than the loss of a year at some future stage of life.

Parent-teacher associations should demand that i.e.s either provide the education they are bound by law to do, or permit PTAs to do it themselves. Substitute teachers are available amongst non-employed parents, retired and unemployed teachers, and many would be pleased and willing to help.

MARINA OLIVER
Chairman
The National Education Association
Half Hidden
West Lane
Bledlow
Bucks

Union support

Sir - We strongly support the action recommended in the letter sent to you by some of the staff of the Nicholas Breakspear School, St Albans. We have written to the six unions represented on our staff expressing our desire that support for the suggestion should be canvassed and that hopefully it should be implemented.

M M MOLYNEUX, NAHT
P MANLEY, NUT
K McDERMOTT, NAS/UNT
R LEWIS, AMMA
A MILNE, PAT
G SMART, NATHE
Manselwood School
Trenton Road
Leicester

Absurd idea

Sir - It was reported that the Associated Examining Board is introducing computer awareness to its series of basic tests (TES, March 1). I have no reason to doubt the desirability of this move, but regret that the AEB continues to include life skills in the series.

In the same issue, the AEB advertised for a chief examiner for family and community studies and stated that this subject is to be known as "life skills" from 1987. It will therefore be possible to take an O(A) examination in this subject. What nonsense!

In previous correspondence, the senior assistant secretary for the AEB stated that the board recognizes it could not assess certain things. Has it changed its mind?

Micro package

Sir - I am sorry that in his review of our new series 'The Micro at Work' (TES, March 8) Mr. Thorne made no mention of the rest of the 'package' of which the television programmes form only a part.

There is also a teachers' booklet suggesting how the programmes might be followed up (and raising many of the issues which your reviewer mentions) and - most important of all - specially commissioned microcomputer software which is now being used in thousands of our schools.

Increasingly, schools' television series transmitted with supporting material as important as the television programmes themselves, and perhaps your reviewers should take note of this.

JACK SMITH
Executive Producer
Educational Programmes
Granada Television Ltd
Manchester

Out of hours

Sir - I was interested in the Department of Education and Science's discussion paper on homework (regularly set and marked) (TES, February 22), and the DES's desire to introduce a national policy on homework.

Let us hope that a situation does not arise in which it is compulsory for teachers to correct homework outside the classroom - that is, in their own time.

That this is educationally superior to the homework being corrected collectively in the classroom is one of the age-old fallacies, and should be ruthlessly exposed. Indeed, experience shows that collectively correcting the homework in class, using the blackboard together with discussion and an invitation to ask questions, is more effective.

After spending laborious hours of their own time, making detailed comments on homework books, teachers get very frustrated when they find, only too often, that a pupil does not do his corrections, he does not bother

Getting worse

Sir - It is interesting to note that the National Association of Schoolmasters/Union of Women Teachers is to undertake a "violence study".

In this study each member will be asked to complete a questionnaire. This will include an assessment as to whether the situation has deteriorated over the past five years and, if so, where the blame lies - "the abolition of corporal punishment, large classes or the unwillingness of the headteacher or local education authority to face up to discipline problems".

May I suggest that an additional factor be included? That is the exact factor set by teachers - striking, refusal to cover for absent colleagues, withdrawal of goodwill, etc.

Have members of the NAS/UNT (and the National Union of Teachers) forgotten that children learn some of their behaviour from the example set before them in schools?

ANNE RICHARDSON
Staffordshire Federation Secretary
Professional Association of Teachers
110 Horwood
Keele University
Newcastle
Staffs

Action needed

Sir - I agree totally with Ann Mitchell's statement in "Didn't know you cared" (TES, March 8). In fact, I said this in my letter published in your issue of August 31, 1984, which was in response to the work of the Cambridge Child Care and Development Group and referring to my own report 'Children and Family Break-up' in *Anglo-Jewry* published by West Central last year.

Ann Mitchell's research complements my own. Hers is compiled from the evidence of children and parents, and my research was sought through those who are working with children - teachers, therapists, youth workers, etc.

Our recommendations are similar. We have both emphasized the valuable role teachers can play in supporting their pupils through the stresses of

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Sir - We strongly support the action recommended in the letter sent to you by some of the staff of the Nicholas Breakspear School, St Albans. We have written to the six unions represented on our staff expressing our desire that support for the suggestion should be canvassed and that hopefully it should be implemented.

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Missing effect

Sir - The advantages in Barnes Grammar School, London, of the "missing effect" (TES, March 1) are the little qualifications. They are not excessively elitist - most are only somewhat moderately selective - and the actual extent of creaming is only minor.

It is the concept of "centres of excellence" in an alarming guise. What we are not told is what the effect is on all the other schools. This was the argument which finally convinced parents to support comprehensive schools, that the alternative of secondary moderns was unacceptable.

The challenge facing comprehensive schools is to provide high quality education for all children. All the activities described in the article should be part of a comprehensive curriculum everywhere.

Teachers, and increasingly parents, are realizing that it simply is not possible to offer a broad range of courses, properly resourced, unless the money is available.

The present unrest and frustration in

our schools is not just about the inadequate remuneration of teachers. It is an accumulation over recent years of many other factors. The cumulative effect of these factors has created a crisis of confidence in many places.

It simply will not do for Sir Keith Joseph to keep repeating that resources have increased "in real terms". Anyone who visits, or has children in schools, is all too well aware of the difficulties under which schools are having to work - of parents being asked to contribute not just to out-of-school activities, but the provision of library and other books, and a variety of other equipment.

We know full well who the children would be who would be attracted to magnet schools. They would be those whose parents know their way around the system, and would see a way of gaining advantage for their children.

MAURICE PLASKOW
Chairman
The Right to a Comprehensive Education
24 Burwood Park Road
Walton on Thames, Surrey

Sum of the parts

Sir - It was encouraging to read David George's article "Weak on Spirit" in *Talkback* (TES, February 1). I am sure that there are many more who would applaud his commonsense yet neglected exhortation for schools to educate the whole person and for individual teachers to consider themselves as part of a team that has that as its main goal.

The danger is that we all feel that we must protect our own particular section of the curriculum and each of us is in danger of neglecting the whole by concentrating on what is really a small part. St Paul urged the Church to function as one body - "For the body itself is not made up of one part, but of many parts" (1 Cor. 12). A school incorporates several of these "parts" but if they are to work as "parts of the body" in St Paul's sense, not only are they to include a spiritual component but the spiritual maturity of the members of the body is the prime focus of growth.

David George made particular mention of children with high ability at

school. During the last four or five years I have been working on a project concerned with children of high ability at the University of Oxford. We are at the moment looking at classroom-based provision for these pupils and seeking ways to enrich their work within a subject. It has become quite clear that the demands on time for these children, from all sources, is so great that there is not enough room for the extra work that our enrichment schemes demand in even one or two of their best subjects. In the light of this it becomes even more important to think in terms of the whole person and in the spiritual sense. By directing them specifically towards academic attainment in one subject we are in danger of doing more than to neglect their spiritual growth; we are in danger of setting up a false god, namely academic attainment in a particular field of study. It will be a false god because it will be academic attainment without the true spiritual goal.

F C J DENTON
Director
OBERG More Able Pupil Project
Oxford

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Geography exam

Sir - The considerable response by teachers to the letter "Worldly wise" from Mr P D Neale of the Associated Examining Board (TES, December 14, 1984) reveals anxiety among teachers about the lack of geographical skills and knowledge in school-leavers.

As part of its new range of basic tests, the AEB is developing an examination in geography which will test, among other things, mapwork skills, route-planning, and a working knowledge of the location of major towns and cities in the United Kingdom.

This represents a new purpose in geography teaching, particularly for lower ability pupils who find that basic test certificates are a useful record of achievement. Like the other basic tests, this one will show the level of skills of young people seeking employment or further training or education. Many employers have already indicated their approval of this development, and several key employers are involved in designing the new geography test.

JOHN LEES
The Associated Examining Board
Aldershot

Simple test

Sir - While I am glad that both Liberals and socialists see some merit in reorganization on secondary-tertiary lines, the case for it remains one of common sense, not political ideology.

FRED JAMES
Manor Farm
Norton-sub-Hamdon
Somerset

Food choice

Sir - I was very pleased to see the Flour Advisory Bureau's video 'You Are What You Eat' reviewed (TES, February 22).

I was rather surprised, however, by the reviewer's comment that "the nutritional value of the information was dubious and was not in line with current food and health guidelines as outlined in the recent James report". I find it disturbing that this is the case, but that the reviewer received, and the AEB has always been at pains to

New name

Sir - I am, sure, that teachers are confused by the continued use of the term IT-INSERT to describe the small-scale teaching programmes which involve teachers, students and their mothers cooperatively planning and teaching lessons.

Could it not be that we replace this term with a more easily pronounced one, word, cuts out any reference to "inserting" technology. Half of the applicants for a recent IT-INSERT conference here inquired if they needed any previous "hands-on" experience.

NIGEL PROCTOR
PGCE Tutor
Didsbury School of Education
Manchester Polytechnic

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No knowledge

Sir - I refer to the article "Colour blind" (TES, December 28), written by myself and Carl Bagley. The research project on which this article was based was not specifically concerned with multicultural education policy, but with ethnic relations in a more general sense. Although the project is funded by the Economic and Social Research Council, this organization would like to make it clear that it had no knowledge of the article in question prior to publication.

B ELLIS CASHMORE
Department of Sociology
University of Washington
Seattle

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Let us hope that a situation does not arise in which it is compulsory for teachers to correct homework outside the classroom - that is, in their own time.

That this is educationally superior to the homework being corrected collectively in the classroom is one of the age-old fallacies, and should be ruthlessly exposed. Indeed, experience shows that collectively correcting the homework in class, using the blackboard together with discussion and an invitation to ask questions, is more effective.

After spending laborious hours of their own time, making detailed comments on homework books, teachers get very frustrated when they find, only too often, that a pupil does not do his corrections, he does not bother

Getting worse

Sir - It is interesting to note that the National Association of Schoolmasters/Union of Women Teachers is to undertake a "violence study".

In this study each member will be asked to complete a questionnaire. This will include an assessment as to whether the situation has deteriorated over the past five years and, if so, where the blame lies - "the abolition of corporal punishment, large classes or the unwillingness of the headteacher or local education authority to face up to discipline problems".

May I suggest that an additional factor be included? That is the exact factor set by teachers - striking, refusal to cover for absent colleagues, withdrawal of goodwill, etc.

Have members of the NAS/UNT (and the National Union of Teachers) forgotten that children learn some of their behaviour from the example set before them in schools?

ANNE RICHARDSON
Staffordshire Federation Secretary
Professional Association of Teachers
110 Horwood
Keele University
Newcastle
Staffs

Action needed

Sir - I agree totally with Ann Mitchell's statement in "Didn't know you cared" (TES, March 8). In fact, I said this in my letter published in your issue of August 31, 1984, which was in response to the work of the Cambridge Child Care and Development Group and referring to my own report 'Children and Family Break-up' in *Anglo-Jewry* published by West Central last year.

Ann Mitchell's research complements my own. Hers is compiled from the evidence of children and parents, and my research was sought through those who are working with children - teachers, therapists, youth workers, etc.

Our recommendations are similar. We have both emphasized the valuable role teachers can play in supporting their pupils through the stresses of

Union support

Sir - We strongly support the action recommended in the letter sent to you by some of the staff of the Nicholas Breakspear School, St Albans. We have written to the six unions represented on our staff expressing our desire that support for the suggestion should be canvassed and that hopefully it should be implemented.

M M MOLYNEUX, NAHT
P MANLEY, NUT
K McDERMOTT, NAS/UNT
R LEWIS, AMMA
A MILNE, PAT
G SMART, NATHE
Manselwood School
Trenton Road
Leicester

Absurd idea

Sir - It was reported that the Associated Examining Board is introducing computer awareness to its series of basic tests (TES, March 1). I have no reason to doubt the desirability of this move, but regret that the AEB continues to include life skills in the series.

In the same issue, the AEB advertised for a chief examiner for family and community studies and stated that this subject is to be known as "life skills" from 1987. It will therefore be possible to take an O(A) examination in this subject. What nonsense!

In previous correspondence, the senior assistant secretary for the AEB stated that the board recognizes it could not assess certain things. Has it changed its mind?

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Micro package

Sir - I am sorry that in his review of our new series 'The Micro at Work' (TES, March 8) Mr. Thorne made no mention of the rest of the 'package' of which the television programmes form only a part.

There is also a teachers' booklet suggesting how the programmes might be followed up (and raising many of the issues which your reviewer mentions) and - most important of all - specially commissioned microcomputer software which is now being used in thousands of our schools.

Increasingly, schools' television series transmitted with supporting material as important as the television programmes themselves, and perhaps your reviewers should take note of this.

JACK SMITH
Executive Producer
Educational Programmes
Granada Television Ltd
Manchester

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Spare the blade

ALEX DOCKERTY & WILLIAM COCHRANE

The sudden intervention by the Department of Education and Science into the debate on dissection in schools (TES March 22) will be greeted with astonishment by all interested parties, teachers, examination boards and animal welfare societies alike.

The concern of professional biologists, particularly those involved in teaching about the practice of dissection in schools has been reflected in the lively debate in this journal (see for example "Unkind cuts" by Cindy Milburn, TES January 27 1984) and others such as *The Biologist*. The arguments for and against dissection are well known but it has become clear that in recent years there has been increasing pressure to abolish it from our schools. This pressure has come from those teachers who have been involved in the teaching of biological science, other

professional biologists, animal rights organizations and last but not least the pupils themselves.

The pressure from within the ranks of professional biologists has been slow to develop which is perhaps not surprising when it is considered that for years dissection has occupied the position of sacred cow and any opposition was regarded as almost heretical. Nevertheless, opposition has developed and there is now a greater willingness to consider the subject in a more objective and reasoned way.

The teachers of biology at Advanced level have, of course, been constrained by the requirements of Advanced level syllabuses which have until recently required students to be familiar with dissection skills as part of the practical examination. The development of modern curricula in biological sciences has reduced the emphasis on traditional physiology to make way for topics such as molecular biology and ecology and it has become increasingly difficult to justify dissection, the traditional skill of the Victorian physiologists, as an essential part of a biologist's training.

Within society in general, an increasing awareness of man's responsibilities as caretaker of the global ecosystem has developed. This has been reflected

TODAY'S DISSECTION IS TO FIND OUT WHY BABY SEALS ARE SO CUTE



in the emergence of bodies such as "Greenpeace" and the Green parties. Associated with this has been concern for the welfare of animals both in the wild state and captivity. Opposition to the so called "field sports" has never been greater, factory farming is being viewed with increasing suspicion and the use of animals for research is no

longer accepted as a necessary evil unless it is of unquestioned medical value.

We must set the practice of dissection in schools against this general pattern of increased awareness of animal rights in order to understand the increased opposition to it. Some of the fringe animal rights organizations have done a great disservice to the cause for animal welfare by acting in a most irresponsible manner and giving the disingenuous politician an opportunity to attack even the most respected and responsible organizations.

Perhaps the strongest opposition of all to dissection has come from the pupils themselves. Pupils, in general are becoming more mature and less inclined to accept the views of their teachers without question. In part, this is a phenomenon which applies to children in all aspects of their life but it also arises from modern teaching aims which stress the need to 'inculcate moral values and to develop decision making skills'.

This is particularly true of biological science which has left the traditional "birds and bees" approach behind. Teachers of biology should not therefore be surprised when the skills which they have striven to develop are used against them in certain situations. One

of these is the case of dissection and have noticed over the years an increasing reluctance among some pupils to dissect animals.

At the same time, there seems to be greater revulsion at the thought of animals for pleasure by those involved in hunting and shooting and as a result in vegetarianism. This may seem to indicate that opposition to dissection is part of a much wider concern and is not likely to subside. The action of the DES, in applying pressure to the examination boards to retain dissection as part of the syllabus, is perplexing when it is viewed against the background outlined above. Information from some examination boards pertaining to the withdrawal of dissection with animals from the practical paper of the Advanced level examination in 1985 has already reached schools and we to conclude from this that the Secretary of State has once again in an arbitrary and pragmatic way without prior consultation of interested parties?

Dr Alex Dockerty teaches at Rosedale School, Newcastle upon Tyne, and William Cochrane teaches at Grange High School, Newcastle upon Tyne.

Sugar-free zones

GEORGE MANSUR

If we allowed bomb-factories or licensed brothels into our schools, the public would be more than usually perturbed. Yet we have in our midst a focus of evil encouraged, tolerated or even ignored by those who should know better: I refer, of course, to the school sweetshop.

I firmly believe that such an institution is not only outmoded and outdated, but positively harmful to young people today. It is a source of litter, creates sugar-addiction and feeds a

habit highly lucrative to those who exploit minors for commercial gain. We dole out sugar to pacify, reward and tranquillize our pets; we treat our children in much the same way.

Of course, this is only the tip of the iceberg. Consider those sugar-rich school meals which we inflict on our captives: at what cost in school hours lost and dental fees paid do we treat the symptoms, if not the cause of this widespread malady? Unwittingly, we are raising a generation of sugar-addicts in our image. Where else did these new addicts contract their habit but in places of education?

A totally new concept of tuck-shop is needed: one where the term "sweet-shop" is banished for ever, and where none but health-giving foods are dispensed, if necessary with the sanction of the law. Let other outlets of supply

bear the guilt of creating a new generation of obese, aggressive and toothless adults with high blood pressure: in the meantime, can we not act decisively, and declare all places of education "sugar-free zones"?

George Mansur is a teacher on the Isle of Wight.

TALKBACK

Over the next few weeks space will be devoted on TALKBACK to readers' comments on the new GCSE subject criteria (see page 12). Contributions (no more than 700 words) should be addressed to

TALKBACK,
THE TES,
Priory House,
London EC1M 4BX.

The way we were

MARGARET McALPINE

Twelve years ago, I retired from teaching to give birth to my elder son. I have now completed a year's work in a comprehensive school and am constantly amazed at how much the demands of the job have grown.

When I left full-time teaching to have a family, I was second in the English department of a girls' grammar school. In those days of plenty, scale II posts seemed to grow on trees. I was given mine for being second in a department of two and a half and for arranging monthly displays in the library display case. An arduous task which I performed with little taste and no skill.

I have found classroom contact with the pupils has changed little. My grammar school was situated on a huge council estate in Birmingham. A comparatively high proportion of children were selected for grammar school education, and for many, a purely academic education had little relevance. Only GCSE O levels were on offer and disaffection ran high.

In contrast, teaching in a mixed East Anglian comprehensive school, with a wide range of exam courses available to pupils, has been generally pleasant and informative. I retired after a few weeks that for the first time in my life I was teaching some middle-class children - sometimes a daunting experience.

It is in the amount of non-contact work required of teachers, that I have found the greatest change. Parents' evenings existed even in those far away days. Each year group had one every year. This is still the case but the fifth forms have extra evenings to discuss sixth form opportunities, the parents of next year's new arrivals visit the school. There are PTA sponsored open evenings and other PTA social functions.

Appraisal, evaluation, monitoring and assessing are going on all the time. But it was interesting that teachers objected strongly to the word "appraisal". They were threatened by it; to them it smacked of criticism and kind of management, they preferred not to know about it. I was making my own assessments of teachers as they worked. Sometimes I felt that I may have approached them differently but they all struck me as being committed and dedicated to their work. What made me think most, however, were those incredibly talented teachers who were able to afford to their children the kind of inquiring opportunities that can only be captured by a camera or a tape recorder. It brought home to me how limited the researcher is in terms of being able to communicate his findings in print and how personal learning is. Given that the headteacher has the lion's share of discretionary time in a primary school, the head is best suited to work out individual strategies for encouraging each teacher and also to help teachers conduct their own research, to analyse data and encourage them to share it with their colleagues. The teachers I interviewed, however, would, in my view, have nothing to fear from performance appraisal - equally they would have nothing to gain. Performance appraisal does not improve the quality of interaction between teacher and child where it matters: in the classroom. It cannot, therefore, improve the quality of teachers for which it is advocated.

David Adams is deputy head of Melton Brownlow primary school, Leicester.

FEATURES

Better than a good idea



Virginia Makins finds out how teacher appraisal (left) in a South London junior school led to improvements in art, history and classroom practice.



A Rosendale junior school in London, teacher appraisal has come at a fairly late stage in several years of discussion and change.

"In the first couple of years we concentrated on ethics and expectations", says Ian Sandbrook, who became head four and a half years ago after three years in the school as deputy head.

With ethos and expectations improved, the staff moved on the curriculum, talking through the nuts and bolts of ensuring progression and capability in all the main curriculum areas over the four junior years.

That work is still continuing, with evaluation on the Open University's Curriculum in Action materials. But once it was under way, Ian Sandbrook started thinking about teacher appraisal.

Partly, he realised that he wasn't giving regular attention to all teachers - two or three of the 12 missed out, he says, just as in a class you sometimes realise at the end of term that two or three children have missed out on individual attention.

He was also influenced by two publications from the Industrial Society, one on staff appraisal and one on effective meetings, and by a "fantastic" Open University course on "The Effective Manager".

Around Christmas last year he told the staff that he planned to introduce appraisal interviews for everyone, including himself (though as it happens his LEA district inspector, although he has twice come in to do the job, has never found time for it).

The staff say they did feel threatened by the idea at first - early candidates for appraisal said they wanted a stiff drink before the interview. One claims that she insisted that she sat on a higher chair than the head to keep on top of the discussion.

But they don't necessarily believe that there should have been more consultation (there was

explanation and discussion). "If we had been consulted, could we have made a decision in ignorance?" asked one teacher.

Now they have tried it, the teachers I talked to seemed to think that the scheme is "better than a good idea", as one put it. "It's quite morale boosting, focusing on strengths as well as weaknesses" said Jay Winn, the deputy head.

The interviews are based on 10 questions, covering performance as a class teacher and post holder, the barriers to more effective performance, what has gone well, and what has gone less well. Likes and dislikes about the job, help needed from the school or from in-service courses, and career ambitions.

Interviews take place after school, and last up to an hour and three quarters. Post holders usually need two interviews, one covering classroom matters and career aspirations, the second their special curriculum responsibility.

'If we had been consulted, could we have made a decision in ignorance?'

Ian Sandbrook takes notes, and after the interview draws up a confidential summary of the main points that came up. Each appraisal takes about eight hours of the head's time, and two to four hours of the teacher's time; both sides said it was time well spent.

The reports cover a wide range of topics - teachers' frustrations and resolutions, strengths and weaknesses, strategies for individual children, policy issues for the whole school.

One teacher had a problem with classroom organization: she had found that she was constantly dealing with children who had finished a task, and had too little time to work in depth with

individuals of groups.

Ian Sandbrook suggested a rather different way of organising the class, and wrote her an outline of how it might work. Since then she has tried it, and says it is working well. The appraisal is two way - several things have come up in interviews that have been taken up by the head and staff. Some were little things, such as a teacher's worries that children seemed bad at hearing sounds.

Now more word and rhyming games have been added to the school's collection of "five minutes" - activities to fill in those odd five minutes constructively - that all teachers contribute to and use.

Another teacher was concerned at the lack of imaginative art - and the concern led to a major project. A third felt there was too little history. The PE specialist pointed out that teachers were quite happy that musical activities should interrupt normal class work - but reluctant to give time for sport.

All these issues are things that a head should think about - but with day to day pressures, might not be brought to his attention. The appraisal interviews have also sharpened thinking about more general problems - notably that post-holders simply do not have time to visit other classrooms and see what is being done, or support developments in their curriculum area.

This term Sandbrook has managed to get a part-time teacher one morning a week to release other teachers - not much, for a three form entry junior school, but better than nothing.

Several things have helped to smooth the introduction of appraisal at Rosendale. Partly because of all the discussion and activity of the last few years, the staff is lively and confident: the staffroom bristles with energy, and people butting each other to swap projects and plans.

Even so, Ian Sandbrook says teachers find it surprisingly hard, during the interviews, to admit they're doing a good job: "they're too prepared to run themselves down." One good result of the interviews is that both the head and teachers

become clearer about the successes - and the head can then publicise them in the school newsletter, or at assemblies. It may help the general feeling of success that the children, although they are by no means privileged, do not present the intractable social and economic problems of some city schools. Around 60 per cent come from the nearby Peabody estates, and the rest include a smallish middle class group.

And it may be important that Ian Sandbrook's instincts as a brisk and managerial young head have been backed by appropriate skills, learned on the OU course, on a short counselling course run by the National Marriage Guidance Council, and working in an American school with a strong interest in effective education and encounter group techniques.

'The things a head should think about might not be brought to his attention'

Discussing the appraisal scheme with teachers, it seemed that one of the main benefits it offered was time. "Before, discussion with Ian tended to happen in five minutes on the stairs, when you both should have been somewhere else," said a teacher.

"Even when you booked 20 minutes to talk about something, it wasn't long enough to get down to serious discussion. You need 20 minutes just to loosen up and get down to the issues."

Ian Sandbrook is very clear that the scheme is working well because it concentrates on the development and growth of teachers, and the school - not on assessment linked to pay and promotion prospects. "If the scheme were explicated for the kinds of purposes proposed during the structure talks, it would be completely destroyed," he says.

The next stage at Rosendale may be to bring the children into the continuing business of appraisal. There is a School Council that has gradually been moving from discussion of litter and toilets to questions closer to the main work of the school, such as the organization and use of the library.

In some classrooms, the children are beginning to be asked to evaluate their own work, both successes and difficulties. One teacher has started formally "appraisal interviews" with children.

Another has devised record books for her class to fill in. Every day they note briefly what work they have done, categorised in eleven curriculum areas (formal and practical maths, formal and creative language, projects, music and so on). On Friday they write a comment on the week: as a whole, and the teacher adds her own.

Ian Sandbrook hopes that gradually, as the children become more practised at appraising their own work and behaviour, they will be encouraged to identify ways in which their teachers have been helpful, and ways in which the teachers or the school might have offered more support.

Photographs by Laurie Sparham

Nothing to fear or gain

DAVID ADAMS

Having conducted my own inquiry into how teachers appraise their work and are appraised in five Leicestershire primary schools, I see appraisal not as an annual event but as a two-way

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Full details John Eate, D.E.C. Exeter, Devon, Tel. 0323 243 249 (0755)

Professor Bhikhu Parekh argues that only a multicultural approach can develop the imagination, independence, breadth of understanding and respect for others that education aspires to.

The English education system has a deep monocultural orientation. And although that bias has diminished during the last few decades, it is still pervasive. This is evident in its organization, personnel, authority structures, curriculum, pedagogical techniques and competitive ethos.

Our schools have a fair number of Jewish, Indian, Pakistani, Chinese, West Indian and other ethnic minority children. One would naturally expect them—even require them—to adjust to the long-established structure and rules of their schools. Equally, it would not be unreasonable to expect the schools to respect their children's sensitivities in areas that matter to them deeply and do not defeat the basic objectives of the school. The school's response, however, has been largely negative.

Many school authorities have shown little willingness to alter the school menu, admit alternative dress in gymnasia, offer freedom of choice in sport, condone occasional absence of their pupils, or exempt them from their daily assembly or give it a multifaith orientation. And some even forbid them from speaking their own languages on school premises.

In their view, a request for a small adjustment is really a plea for privileged treatment and poses a mortal threat to their very identity. They cannot understand why anyone should be different, why everyone cannot eat the same food, dress the same way, hold the same ideas of propriety and modesty, speak the same language and profess the same religion as their white children do.

The monocultural orientation is evident also in what and how the schools teach. Our curriculum on religious studies largely concentrates on Christianity, and either ignores other religions or goes over them in a confused and cursory manner. Little attempt is made to raise the pupil above the narrow confines of his own religion, to get him to see into the spirit of other religions, appreciate their visions of human predicament, understand their complex systems and imagery, and respect and enjoy them as diverse and fascinating achievements of the human spirit.

Our history curriculum is little better. It concentrates on the history of Britain and, to some extent, parts of Europe and America, and ignores the great non-western civilizations.

A child raised on such a narcissistic diet can

'Our history ignores the great non-western civilizations'

hardly be expected to develop a sympathetic imagination and acquire much respect for or curiosity about non-European cultures. Mercifully, we are becoming increasingly sensitive to the narrow nationalistic bias of our history books. We need to combat Eurocentric and racist bias as well.

Our geography curriculum also heavily concentrates on Britain and some parts of Europe and America, and ignores the rest of the world.

Other subjects are equally narrowly taught, and treated in an equally biased manner. The social studies curriculum rarely steps outside Britain. Home economics includes little more than British and, to some extent, European styles of food. English literature does not generally include literary works in English by non-western writers.

Art and music taught in our schools are almost wholly European. Those of other cultures are not only not taught but treated as primitive and clumsy. The importance of learning foreign languages has yet to be fully appreciated in our schools. An attitude to a language reflects an attitude to the people who speak it. If one valued and took sympathetic interest in other societies, one would wish to know more about them by learning their languages.

Not to encourage a pupil to master another language is not only to shut him off from a different way of understanding and experiencing the world, but also to suggest that he is unlikely to derive much benefit from it.

This type of monocultural education is unlikely to awaken children's curiosity about other societies and cultures either because they are not exposed to them at all or because the presentation is in uncompromising terms, or both.



The gifts of diversity

Children exposed to no other religion but their own grow up asking only those questions that it encourages them to ask. And since they ask only those questions that their religion answers, they find its answers satisfactory.

In other words, they never get out of its framework, and never feel disturbed or perplexed about exploring other religions. What is true of religious studies is equally true of history, geography, literature, social studies and so on, none of which is likely to stimulate curiosity about other civilizations and societies.

Monocultural education is unlikely to develop the faculty of imagination which represents the ability to conceive alternatives. It is the capacity to recognize that things can be done, societies can be organized and activities can be performed in several different ways, of which the most familiar is but one and not necessarily the best.

Imagination does not develop in a vacuum. It is only with exposure to different societies and cultures that the imagination is stimulated and the consciousness of alternatives becomes an inseparable part of the way of thinking.

Nothing can be thought of, be it an activity, a form of inquiry, a culture or a society without its being conceptualized or thought about or conducted in several different ways. And this awareness of alternatives radically alters perspective to the way it is organized in an individual's environment. One cannot avoid asking why it is organized in a particular manner in society, and if this way of organizing is better than others.

Monocultural education cannot avoid encouraging the illusion that the limits of one's world are the limits of the world itself, and that the conventional way of doing things is the only natural way.

Third, monocultural education stunts the growth of the critical faculty. Children taught to look at the world from the narrow perspective of their own culture and not exposed to any other are bound to reject all that cannot be accommodated within the narrow categories of their own way of looking at the world. They judge other cultures and societies by the norms and standards derived from their own, and predictably find them odd and even worthless.

Unable to criticize their society and unable to appreciate alternatives, they can hardly avoid admiring its 'glory' and the 'genius' and greatness of their 'race', and remain vulnerable to the deadly vice of nationalism.

Fourth, monocultural education tends to breed arrogance and insensitivity. Children not encouraged to study other cultures and societies or study them with sympathy and imagination cannot develop a respect for them. Imprisoned within the framework of their culture, they cannot understand and appreciate differences nor accept diversity of values, beliefs, dress, food, ways of life and views of the world as an integral part of the human condition.

They do not welcome, let alone rejoice, in diversity. Naturally, they feel threatened by it and do not know how to cope with it. They approach the world on their own terms, expecting it to adjust to them and seeing no reason why they should adjust to it.

Fifth, 'monocultural education provides a fertile ground for racism. Since pupils know little about other societies and cultures, they can only respond to them in terms of superficial generalizations and culturally derived stereotypes. A culture not informed by a sensitive appreciation of others cannot but judge them in terms of its own norms. It sets itself up as an absolute, universally valid point of reference, and evaluates others in terms of their approximation to it.

White children raised on a monocultural diet look at their black peers through the prism of the stereotypes they have acquired from their education. They find it difficult to accept them as equals, relax in their presence and appreciate their desire to retain their distinct cultural identity, and generally treat them with a mixture of contempt and pity.

Like the white children, some white teachers have grown up on a monocultural diet and share their cultural arrogance and insensitivity. Consciously or unconsciously, they approach their black pupils with the familiar stereotype. They expect little of them, tend not to stretch them to their fullest, and fail to provide them with necessary educational and emotional support and encouragement. Not surprisingly, many black children tend to underachieve, rarely feel relaxed at school, lack trust in their teachers, and go through the school with a cartload of frustrations and resentment.

When constantly fed on an ethnocentric curriculum that presents their communities and cultures in a highly biased and unflattering

'Black children in an English school experience profound self-alienation'

manner, black children can hardly avoid developing a deep sense of inferiority and worthlessness. They feel that they belong to a 'race' which is culturally deficient, scarred by grave defects of character and intelligence, and that their ancestors have contributed 'nothing' to the growth of human civilization.

The impact of all this on the self-respect and identity of a black child and on his relations with his parents, brothers, elders and indeed with the members of his community in general is shattering. Lacking a sense of worth, he develops self-pity and self-hatred. He resents his parents for what they are and what they have done to him. He feels they have nothing worthwhile to teach or transmit to him. This diminishes his respect for them, and consequently their authority over him.

Like his relation with his parents, his children's relations with other members of his families and community suffer a deep distortion. At one level, they feel they are part of them, but at another level they feel like total strangers.

When they are with their communities, they cannot help thinking what their white friends would think and feel if they were there. The black children know their white friends would find them compatriots noisy, loud, talking in funny ways, doing strange things, eating weird food, and so on. And they find themselves saying all this to themselves silently and without any outward display lest they should hurt those they love and care for.

Black children raised on a monocultural diet in an English school experience profound self-alienation. Their colour and affections bind them to their people. The culture they are in the process of acquiring distances them from their backgrounds. Their birth and destiny, past and future, point in wholly different and incompatible directions.

Instead of resenting and ignoring diversity, an education system can welcome it and encourage its children to enter into the spirit of it, and appreciate, other cultures, religions, ways of life, civilizations and societies. It can help them to look at the world the way others do and to realize that almost everything in experience can be construed in several different ways, some more partial than others, but none wholly invalid, and that partiality can only be corrected by entering into a sympathetic and critical dialogue with others.

What is, perhaps clumsily, called multicultural education is ultimately nothing more than an essentially an attempt to release children from the confines of the ethnocentric straitjacket and to awaken them to the existence of other cultures, societies and ways of life and thought, so as to

intended to decondition children, as much as possible in order that they can go out into the world, as free from biases and prejudices as possible and able and willing to explore its diversity.

Multicultural education is, therefore, not education in freedom—freedom from inherited biases and narrow feelings and sentiments, as well as freedom to explore other cultures and societies and make choices in full awareness of the available, and practicable alternatives. Multicultural education is, therefore, not a departure from, nor incompatible with, but a further refinement of the liberal idea of education. It does not cut off children from their own culture. Rather it enables them to enrich, refine and broaden view of it without losing their roots in it.

The inspiring principle of multicultural education then is to sensitize the child to the pluralism of the world—the plurality of beliefs, ways of life, cultures, modes of analyzing reality

experiences, ways of looking at historical events and so on.

To achieve it, the structure of the school could be broadened to reflect the different culture of its pupils. The school could provide a multifaith assembly, accommodate different dietary requirements, permit variation in dress or choice of sport, celebrate major holidays of its constituent religious communities, and thereby build plurality and diversity into its day-to-day practices. Similarly, its ethos could become multicultural if it were to encourage its pupils to speak their languages, talk about their ways of life and customs, come to school in their conventional dress or play their music or decorate their classrooms the way they like on certain days. In these and other ways, the school celebrates diversity and becomes a home for all its pupils, be they black or white, Christian or Muslim.

A multicultural curriculum has two features. First, it is not unduly narrow. Selection aims to ensure that the children acquire some familiarity with the major representative forms of the subject in question and that, while they would concentrate on some, their curiosity would be sufficiently stimulated to lead them to follow up the rest on their own.

Thus, the curriculum on religious studies would include the major religions of the world and aim to enable the children to appreciate the different ways in which they conceptualize and respond to the basic perplexities of human existence. Similarly, the history curriculum would include the major civilizations of the world, including not only the Greco-Roman but also those such as the Chinese, Hindu and the Arab, which they are unlikely to encounter in the normal course and which they are already familiar.

Second, the curriculum should be taught in a manner that is as little biased and dogmatic as possible. Slavery, for example, can be seen in several different ways and is viewed very differently by the slave-owning and slave-supplying societies. Similarly, colonial rule looks very different, depending on whether one studies it from the standpoint of a metropolitan power or its colony. In other words, the so-called facts are always and necessarily impregnated with interpretations, and although some are more plausible than others, all interpretations are partial and corrigible.

The curriculum should, therefore, be taught in a manner that alerts the pupils to this fact and leaves them free, even encourages them to examine the various interpretations and arrive at a view of their own.

Teachers need to be equally cautious in teaching other societies, cultures, religions, moral systems and so on. They should elucidate their beliefs and practices with sympathy and sensitivity, and give an account of them as close as possible to one that

Ideally, they should let another culture, religion or society speak for itself.

Teachers should encourage pupils to set up a dialogue between their own and another society, asking questions about it that arise from their own society and asking about their own—what someone from another society would wish to ask. Teachers cannot go beyond this. They are not arbiters between different societies, and it is not their business to deliver the final judgement. They owe it to their pupils to let them arrive at their own judgements.

Contrary to what some writers have said, the principle of multicultural education does not imply that other cultures cannot be judged—rather that the judgement must be based on the fullest understanding of their character and

'Multicultural education is an education in freedom'

complexity, and the children are hardly capable of this degree of understanding. Further, if they can be judged, so can one's own, and therefore, the latter cannot be treated as sacrosanct.

Again, judging a culture is a highly intricate enterprise and one must avoid the mistake of judging it on the basis of the norms and values of one's own culture.

Finally, the judgement of culture cannot be equated with the judgement of the human beings involved in the sense that, if a culture is judged to be defective, this does not mean that the human beings involved are defective and inferior.

Nor does the principle of multicultural education imply that different cultures and religions are equally good. Such a judgement presupposes a transcendental standard, and this is simply not available. Even as respect for all men does not commit one to the view that they are all equally good or possess an equal potential, respect for all cultures as implied in the principle of multicultural education does not mean that they are all equally good. Rather, it means that they make sense in their own contexts, and need to be understood in their own terms, and need to be explored with sensitivity and sympathy. Respect for a culture is not a reward for its achievements, and a culture itself is an achievement, and to respect it is to recognize it as the expression of the efforts and aspirations of a group of intelligent fellow human beings.

The case, then, for multicultural education can be easily made. If education is concerned to develop such basic human capabilities as curiosity, self-criticism, capacity for reflection, ability to form an independent judgement, sensitivity, intellectual humility and respect for others, and to open the pupil's mind to the great achievements of mankind, then it must be multicultural in



lun or school assemblies. They would replace multicultural education with antiracist education. Second, they argue, multicultural education not only leaves racism untouched but strengthens it. It hails the ethnic minorities into a false sense of self-complacency by encouraging them to think that multicultural education will give children a positive self-image and make their white peers more hospitable.

Third, multicultural education diffuses bleak resistance by diverting it into harmless channels. Like the rest of the 'race relations industry' of which it is an important part, it 'pacifies' ethnic minorities and coopts them into British society.

Fourth, in viewing racism as a simple matter of attitudes, multicultural education depoliticizes it and ignores its social and economic roots. Although they highlight the limits of multicultural education, these criticisms are not persuasive. The so-called antiracist education is either not education at all but antiracist propaganda, or is in substance little different from multicultural education as I have outlined it.

Racism cannot be eliminated by reiterating a million times that all races are equal. White children do not think so, and have to be patiently confronted with facts and arguments. Even this is hardly enough, for they may accept that all races are equal, and yet avoid blacks. One therefore needs to awaken their curiosity, get them to take interest in black students' culture, and appreciate their tragic historical treatment by the whites. In short, one needs to embark on multicultural education.

The impact of the school ethos and especially of the curriculum on its pupils is so deep that it makes little sense to describe changes in them as merely cosmetic. It makes little sense, either, to say that minority children who have, as a result of multicultural education, learnt to respect themselves, lack the will to fight racism in society at large. In fact, the opposite is generally the case.

It is true that multicultural education concentrates on changing attitudes. However, it is a non-sequitur to conclude that it therefore regards racism as merely a matter of attitude. Its advocates recognize that racism is closely tied up with the inequality of economic and political power, but believe that the school *qua* school can do little about it.

Racism is obviously an evil and must be fought. The question, however, is how, and what role the school can play. Racism is sustained by both social attitudes and the vast economic and political inequality between the races. It cannot be eliminated unless one attacks both.

The school cannot spearhead a political movement, and if it ever tried to would lose its educational character and become an arena of struggle between large social and political forces over which it can exercise no control. Its energies must be primarily concentrated on combating racist attitudes.

It can do this in several ways. It must take a stern view of racist insults and attacks in the school, forbid racist propaganda and ensure that racism is outlawed within its premises.

It must create an environment in which minority children are able to relax, grow, develop their

'Antiracist education is not education at all but propaganda'

full potential, acquire pride and self-respect and build up easy social relations with their white peers.

Without becoming aggressive and artificial, it should explain to its pupils how racist ideas developed; how the blacks were systematically exploited and degraded, and why racism is an incoherent and self-contradictory doctrine. Above all, the school should aim to cultivate in its white pupils an attitude of respect for ethnic minority cultures, a measure of intellectual and moral humility in their judgement of them, and a sensitive understanding of their beliefs and practices, and so on.

In these and other ways, the school can hope to undercut the intellectual and moral roots of racism and weaken it. It cannot, of course, hope to eliminate it altogether, for education has its limits and the social and political roots of racism lie beyond the control of the school.

However, it can make its distinctive contribution by tackling the intellectual and moral basis of racism that is amenable to, and indeed falls within its purview. To ask it to do more is perhaps the surest way to ensure that it will not be able to do even this much.

Bhikhu Parekh is professor of political theory at the University of Hull and was a member of the Swanton Committee (which later became the Rumson Committee). This article is an edited version of a contribution to Multicultural education, the interminable debate, edited by G. Verma, to be published later this year by Falmer Press.

Review

The Life and Death of the Schools Council. Edited by Maurice Plaskow.
The Falmer Press £6.95. 1 85000 057 3.

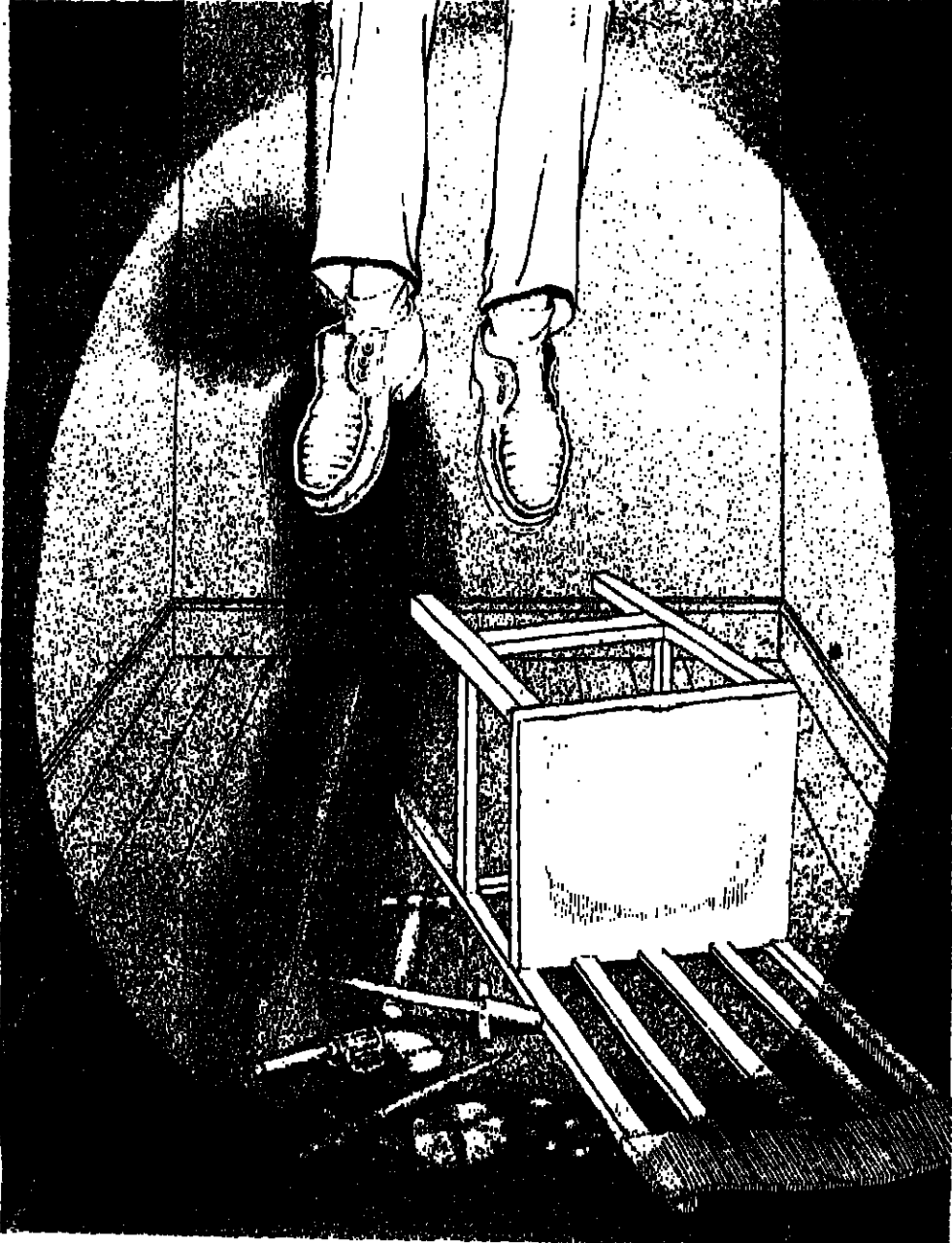
Mrs Thatcher does not mince words and for her, if the report contained in *The Life and Death of the Schools Council* is to be relied upon, that august body "always was a lousy organization". For John Tomlinson, on the other hand and as the last serious apostle of its cause, it might have become "this generation's educational monument - alongside 1902, 1918 and 1944". This year, if it had survived, the Council would have been celebrating its twenty-first birthday.

Born in the enthusiastic glow of the 1960s, the Schools Council was a brave innovation, always more admired outside this country than within it, designed to harness the creative energies of curriculum development and to act within the classical framework of consensus. Teachers, i.e.s and central government would collaborate in bringing order to the examination system and new life to the curriculum. Chairmen came and went, Joint Secretaries served their short periods as administrators, committees and working parties renamed and renumbered themselves, postmen groaned under the burden of mobile paper, teachers went about their business, the examination system changed hardly at all, projects of international renown generated heat. In April 1982, Sir Keith Joseph swept it all away. An age had indeed ended, and a monument became a cemetery.

It was a good idea to invite a number of contributors to write their separate essays upon this story, the telling of which is inevitably dominated by its funeral conclusion. So here we have chapters from former chairmen, project workers, professional researchers, teachers and advisers, an i.e.s. member, Council administrators. The only outsider is Christopher Price, the whimsical politician who observed but was never invited to the party. There are two serious deficiencies in the book. First, there is no sustained attempt at an objective analysis of the Schools Council's role and achievements. The book is most part, and with some very important exceptions, the spirit is that of battered fellow campaigners who fought a good fight - and lost. More seriously, there is no evidence whatsoever of editorial discipline. There is in consequence too much overlap and repetition. It seems doubtful whether the contributors ever read one another's pieces.

The story which emerges, for me at least, is the haunting one of brave beginnings hardening into bureaucracy and - as the Treman report recognized in 1981 - the wrong kind of vote counting and political wrangling. The analogies with the history of the Church are painfully obvious. Manoeuvring by groups (and not least of teachers) supplanted the creativity of Lawrence Stenhouse or Derek Morrell; it is a pity that Alan Evans, who has the gifts and the knowledge to explain much of this, should have confined himself in this volume to the Welsh ghetto. Not that everybody welcomed the creation of the Curriculum Study Group and of the Schools Council to which it led. "Power" was being conceded to the centre and a very cross headmaster enquired "Have we fought two world wars for this?"

The mood of the earlier days in Belgrave Square is well-captured by Jean Ruddock. There is Geoffrey Caston, moving politely into the back seat of Lawrence Stenhouse's old green Jaguar, and there is the particular intoxication of the mystical founder, Derek Morrell. "He makes you



Murder or suicide?

Harry Judge on the demise of the Schools Council

believe in it", as one acolyte remarked, "even if you don't understand what it is about." But the disillusionment is there too, as the men of the Schools Council turned their backs on the new prophets of the Humanities Project, as the inspirational leaders gave way to the committees - which "cannot deal in dreams". The marriage between the prophets and the administrators was perhaps inevitably brief as well as exciting. Professor Ruddock herself communicates something of being "arch, precious, paradoxical, and irritating".

All this had happened by 1972, and by the time Sir Alex Smith came on the scene as Chairman (1975-78) the short golden age was over for ever. In 1976 the DES produced a Yellow Book identifying the weaknesses of the educational system and guiltily associating the Schools Council with them. Hamilton, a centralist who was

sceptical of the cosiness of the established system, became Permanent Secretary and Callaghan as Prime Minister made his Ruskin speech. Alex Smith's contribution to this volume, perhaps for good reasons, is bed-torn and defensive, parading well-worn prejudices and treading over familiar ground. The DES said that the performance of the Schools Council was "mediocre", and the Council's chairman said that it was not.

The contribution of Freddie Sparrow, who worked with the Schools Council from 1967 until 1980, is also cross - but in a manner which is sharper and more illuminating. He could see more clearly what was not being achieved or attempted, worried about the lack of impact, was critical of the depressing style of management, and by implication blames the Schools Council for its own perilous decline. A similar mood is captured in the refreshing confessions of Jack

Wrigley, who understands well the "hardening arteries" from which the Council suffered. After all, he recognizes that the preoccupation with the 16-plus examination trapped the Schools Council into work that was doomed to fail and to bring into ultimate disrepute. There is nothing more than working tirelessly at an insoluble problem. It is Jack Wrigley, too, who has the honesty to admit his haffment at the paradox tellingingly exposed by Eric Briault. If curriculum development is essentially a local matter, then why should local initiatives be provided to enable a central body to undertake it?

Geoffrey Cockerill, a Joint Secretary from 1970-73 when the impetus was still there, was misleadingly gentle yet sharp piece exposing another paradox or tension. The Schools Council had by then become essentially responsive, not to pick up and amplify good proposals but to provide any "strategic input". He is also implication critical of the schoolmen who represent the suggestion that the council was an effectiveness of the curriculum might be a matter of legitimate public concern. These are the years of pivotal importance which were taken by John Tomlinson when, too late, he became Chairman in 1979. By then the apostolic mission had been fractured. He cultivated in these last years the mood of energy and enterprise latent within the Council and, with pitifully few resources, struggled to impose some shape and style upon its work by moving away from relatively isolated projects towards well-planned programmes. And this shift was to be accomplished within the framework of a new constitution, to include in Convocation that kind of educational parliament which our society desperately needs.

But it was not to be. The Conservatives won a general election of 1979, Sir Keith Joseph soon to replace the more compliant Mark Cates as Secretary of State. Nancy Treman opened a report which was not very kind about the Schools Council but recommended that it should nevertheless continue. Then came abolition.

This was, for John Mann, the first and last Secretary of the Council, an act of murder - and his gory chapter the villains have blood on their hands. He hardly asks the question why a atrocious act evoked so little protest - worrying theme which runs through this book. For John Tomlinson the explanation lies in the changing circumstances - the Schools Council became "an obsolete expression of the distribution of power". The education service is now the vassal of central government.

One or two of the contributors to this volume suggest that the dignified corpse should be resurrected. But that would surely be a bad idea. 'The key dogma that curriculum and examination must be dealt with by the same body needs to be reexamined. Some of us believe that the coming of these two issues destroyed the Schools Council and argued in the evidence to the Treman Inquiry that it was bound to do so. There is an even more important question of the relationship between public quasi-governmental bodies and the design or reform of the curriculum. The trouble with any form of centralization - and all the rhetoric that is what the Schools Council was - is that power once concentrated cannot be seized, and no matter by whom. A centrally developed system would be one in which i.e.s. and i.e.s. have restored to them their proper autonomy, and curriculum development agencies provide stimulus and support. We do not want a Schools Council, but we might want several.

behaviour". Perhaps they did, but they hardly needed to - if the letters quoted in Nancy Mitford's moving biography of Zelda Fitzgerald are anything to go by. Her book, although focused on Zelda, has not been superseded by Mellow's - apart from his supplying the missing details of Fitzgerald's bizarre drunken binges. The fact Mr Mellow confesses that "one of the principal problems of dealing with Fitzgerald as a writer is that a knowledge of his dissipated life may obscure one's perception of his striking talents as a writer". This may have happened. One finishes his biography with the feeling that Fitzgerald was some kind of delinquent. Yet he proved, under the extreme pressure, a responsible husband and father when Zelda went mad. And he wrote what may well turn out to be the finest American novel of the century. Of *Great Gatsby* T.S. Eliot once observed - as Mellow somehow fails to mention - "it is the first step that American fiction has taken since Henry James".

One of Mr Mellow's theses is that the two used their fiction to spend each other's anxieties, provide excuses and finally face the world.

David Wright

Interpreting democracy

Policing the Miners' Strike. Edited by Bob Fine and Robert Miller.
Lawrence and Wishart £12.50. 85315 632 8. £4.95.

Digging Deeper: Issues in the Miners' Strike. Edited by Huw Beynon.
Verso £16.50. 0 86091 113 6. £3.95 820

The Strike: An Insider's Story. By Roy Okey.
Gollancz and Jackson £7.95. 0 283 9226 X.

Tuf Down Pit. By Kit Fraser.
Quartet £8.95. 0 7043 2513 6.

One chapter in *Policing the Miners' Strike* was written by a journalist on the *Guardian*, a paper described elsewhere in the same book as "that faded custodian of tattered liberal values", so the contributors to it may be a less homogeneous bunch than would appear at first sight. Their brief, however, is to examine the dispute in terms of "the politics and practice of policing in Britain", and within this they succeed in mounting a fairly consistent attack on the exercise of state power under the Thatcher government.

It is not necessary to adopt a left-wing perspective to be concerned by the scenes of violent confrontation on the picket lines and the role that the police was asked to assume during the strike. The question is, who was primarily responsible for putting the police in this often vicious position? Some custodians of tattered liberal values and those to the right of them, would point to the "undemocratic" nature of a strike organized without a ballot of NUM members, the right of miners to work if they chose and the duty of the police to uphold the laws passed by Parliament. Bob Fine and Robert Miller, on the other hand, see the police of the dispute as "a terrible complicity of what was once a progressive, if limited, ideal", involving significant changes to the structures and

aims of policing in this country; and they assert that "a legislature based on universal suffrage is... one crucial aspect of the democratic idea of the rule of law, but it is not its only aspect".

Both their book and *Digging Deeper* were written before the end of the strike and show signs of having been hurriedly produced to coincide with its anniversary. This does not mean, however, that they can be dismissed as mere journalistic spin-offs. The positions they represent are, on the whole, well thought-out and well-argued. The first section of *Digging Deeper* may somewhat over-estimate the ability of the present government to coordinate its forces when it points to a conspiracy on the part of the Conservative Party to fight the unions on this particular ground, but the strike did dramatize in a clear way the ending of an era in British politics. The economic issues, debated in the final section of that book, can only be understood in the light of the polarization of right and left and their conflicting ideals of democracy.

In any case, the length of the strike (ensuring its place in trade union history) and the memory of earlier clashes, made nonsense of the idea that it could all be reduced to a quarrel between the NUM and the NCB on the question of what constituted an "economic" strike. Huw Beynon asserts that the NUM is the only trade union in Europe that could have entered a strike of this kind, and sustained it for so long; other contributors to his book provide evidence of growing political awareness among miners and their wives in what they saw as the defence of their communities, against a hostile government and without adequate support from the Labour opposition. This aspect of the politics of the strike, though not entirely ignored by the media, found little echo in the press: in *Digging Deeper*, Bill Schwarz and Alan Fountain examine, from rather different viewpoints, the

BOOKS



political bias and the concept of "balance" expressed in the press and on television.

What both these volumes tend to gloss over is the division between right and left in the NUM and the serious crisis of conscience for some miners and their representatives over the Executive Committee's handling of the dispute. Roy Okey is a former member of the NUM Group who resided in the Power Group who resigned in October, 1984. His account of his own career, culminating in the debates over the strike, might have been written consciously to illustrate the phrase "more in sorrow than in anger". He is an obviously sincere man, disturbed (as anyone would be) by the threats of physical violence made against him by his fellow miners and appalled at what he sees as the "flouting of democratic procedures by the left". His case against Scargill's handling of the strike, especially on the

issue of a national ballot, is rather more substantial than Huw Beynon suggests when he concedes that it might, "with hindsight", be seen as a tactical error not to ballot, but that it is "all water under the bridge". An ex-public schoolboy, Kit Fraser went into mining at the age of 23 in the spirit that urges young men to seek faraway places, and must at times have longed for the comforts of the Foreign Legion or the Amazon jungle. His record of his experiences is an unpatronizing and useful reminder that miners are not sinners or saints, but men with a unique tradition of doing an exceptionally tiring and dangerous job. This is not, whatever its publishers claim, a contemporary *Road to Wigan Pier*, but even so a fascinating outsider's view of the mining communities and the miner's work.

Robin Buss

Safe as houses?

Housing Policy: An Introduction. By Paul N Balchin.
Croom Helm £17.95. 0 7099 3263 4.
£7.95. 3282 0.

In the Preface to this book, Paul Balchin states "Derived from my earlier text, *Housing Policy and Housing Needs*, but substantially rewritten. I had he used the word 'updated' he would have been closer to the truth, since this text is remarkably similar to the previous one. It is puzzling and worrying to see it under a different title: a revised edition of the same book is what this is.

However, the housing situation has changed since the first edition and Mr Balchin has a few new things to say. As in the 1981 version, the material is mainly organized on a tenure basis (owner-occupation, social ownership, etc) with chapters examining housing investment, the house-building industry, rehabilitation and finance. It examines in particular the effects of the Thatcher government's various policies on housing quality, availability, distribution and accessibility. Realization is explained and discussed as one of the consequences, though the fact that this phenomenon started under a Labour government is ignored. It is a sign of the damage inflicted by these policies and by the extremist attitudes of the present government that Mr Balchin's attack, wholly justified, reaches the same level of dogmatism as some supporters of the other side, and therefore weakens his own argument. His recommendations, addressed no doubt to the drafters of the next Labour Party's manifesto (Mr Balchin suspects that housing is again a big vote catcher) seem incompletely thought through, within the context of a number of them - unlike the rest of the book - would only create further divisions, not solve the problems and not win an election.

Sebastian Loew

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Taking part

Participation. By Ann Richardson.
Routledge and Kegan Paul £4.95.
0 7100 9468 8.
Counterweight: the neighbourhood option.
By Tony Gibson.
Town & Country Planning Association
£4.95.
0 85359 097 4.

The first of these books initiates a series on concepts in social policy, and looks at the emergence of "participation" as a new political issue in the late Sixties and early Seventies, and the way in which it has been reflected in government policy. The *Steffington Report* of 1969 led to provision in subsequent town and country planning legislation for the consultation of the public. The re-organization of the NHS initiated Community Health Councils. The 1977 Taylor Committee on school government and the Housing Policy Review of the same year, both commissioned by a Labour government, were reflected in their concern for participation in the Education Act and the Housing Act of the

Conservative government in 1980. For participation has its enthusiasts in and out of all the political parties and means quite different things to different advocates. They also have quite different notions about the benefits to accrue from it. In an admirably cool and analytical text Ann Richardson teases out these varied meanings and expectations, as well as the problems that participation poses for the ordinary processes of "democratic" or electoral government. She differentiates between direct participation "where the consumers have some direct contact with those responsible for making or implementing decisions" and indirect participation, where they do not.

And she notes the enormous popularity among advocates of participation of the yardstick devised by Sherry Arnstein in the United States, setting out the steps from less to more citizen involvement. The steps on Arnstein's ladder are: i) manipulation; ii) therapy (both seen as non-participation); iii) informing; iv) consultation; v) participation, (all seen as degrees of tokenism).

One man's century

John Loveday of Caversham 1711-1789. The Life and Tour of an Eighteenth Century Gentleman. By Sarah Marsham.
Michael Russell £17.95. 0 85955 095 8.

Towards the end of his life John Loveday confessed that he "never wished himself to be 'of' man of 'of' sequence", and added that he "retired to his private life" and was "not more of a man of 'of' choice". He was however a man much implicated in a variety of activities domestic to his period. He was an eager traveller, a respectable antiquary,

and a man rich in solid friendships. From a mass of papers that reflect these facets his descendant, Sarah Marsham, has compiled this closely detailed biography. As a traveller, and as much else, Mr Loveday was indefatigable rather than inspirational. He moved through the provincial society of the time with steadiness and good sense - a model Enlightened Gentleman. His most notable friendship was with the aging antiquary Thomas Hearne, who encouraged him to a full use of his talents as a biographer, and his most dramatic encounter was with the Duke of Devonshire at his first wife, Anna Maria's wedding.

Brian Alderson

PAPER BACKS

The Conquest of the Incas by John Hemming (Penguin £5.95) turned the writing of Peruvian history on its head when it first appeared and has become the standard work on the Spanish conquest. Hemming's scholarship and sympathy bring the inevitability of Spanish victory as vividly before the reader as the doomed heroism of the Inca heirs in their mountain fastness.

Superlatively good. The Scriptwriter, Mario Vargas Llosa's latest novel (*Plethora* £2.95) makes sophisticated comedy intersecting a supposedly autobiographical love-story with the ever-more ecstatic soap operas churned out by a radio scriptwriter in modern Lima, Peru. These hilarious sagas make *Dallas* look like *The Archers*. *Daddy-J-Mama-J!* (Plethora £3.50) is Ved Mehra's sensitive account of the lives of his parents in pre-Independence Lahore. Indian family life is as crowded with character and incident as a curry sauce is with spices, and the blind Ved is able with great economy, to summon up the individual Punjabis and the social scene of the Punjab.

The Alexander Trilogy (Penguin, £4.95) is a stunning good read by Mary Renault. For hundreds of pages you can wallow in a well-researched but romantic reconstruction of the life of the man who conquered all the known world and elicited such devotion from every one of his soldiers came to file past his deathbed. His bisexuality adds a spice to the political account. *Vida* (Penguin £2.50) is also romantic and gripping. Marge Piercy, one of the most successful feminist novelists, spins an adventure story about a Sixties terrorist permanently on the run who discovers that the life of a fugitive is ill with any personal relationships, particularly the complex sexual ones in which she is involved.

Victoria Newmark

True romance



Invented Lives: F. Scott and Zelda Fitzgerald. By James K Mellow. Souvenir Press £15.95.

All of the virtues and most of the vices of *biographie à l'Américaine* are apparent in this new study of Scott and Zelda Fitzgerald. It is meticulously researched; much unpublished evidence has been unearthed and put on display; the scholarship is impeccable. On the other hand it's far too long in proportion to the illumination afforded; the insights are obscured by a plethora of detail, and occasionally by sheer lack of empathy on the biographer's part - who tends to suppose, for example, that Scott Fitzgerald's well-aimed critiques of some of his how forgotten contemporaries "derived" from "professional jealousy rather than dedication to good writing; and even seems to find it odd that he backed the young Hemingway "before they became acquainted personally". As is usual nowadays, it is the sexual rather than the intellectual aspects of the biographers' lives that are awarded the more intense scrutiny. Thus, in his preface, Mr Mellow, says he has attempted to solve such problems as

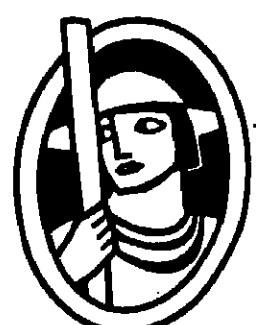
when did Scott begin premarital relations with Zelda; how many abortions did she have; and so forth; only to admit that his answers are "a merger of factual detail and speculation drawn from the fictional use the Fitzgeralds made of their experience".

Handsome, blazingly intelligent, extravagantly successful and extravagantly prodigal, the young Fitzgeralds became symbols of the Jazz Age; and later, when spectacularly misfortunate, of the Depression. In their time they were a legend and a source of legend; but as John Peale Bishop remarked, "the true stories about Fitzgerald were always published under his own name". More than most novelists - even D.H. Lawrence - he used every scrap of experience as material for fiction. After his death, Zelda's verdict was "He had planned his life for story anyway". Three of his five novels are transmuted autobiographical accounts of their tortured marriage - and so is her brilliant, off-beat *Save Me the Walrus*.

One of Mr Mellow's theses is that the two used their fiction to spend each other's anxieties, provide excuses and finally face the world.

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Coca-Cola for starters

A Primary Religious Education Course. By Richard Hughes. Oxford University Press. Book 1 Nazareth, £2.65. 19 918177 2. Book 2 Capernaum, £2.75. 19 918178 0. Living Festivals Series. Edited by Jack Priestley. Chinese New Year 08 029278 X; Festivals of the Buddha 030610 1; Holy Week 029284 4; Shrove Tuesday, Ash Wednesday and Mardi Gras 029286 0. Religious and Moral Education Press 80p each.

Just why an Israeli Coca-Cola tin should be relevant to a primary religious education course may not be immediately obvious. In fact it is a logical component of Richard Hughes' new four-part course, the first two titles of which are now published.

Criticism is almost certain to be levelled at these books: indeed it already has been. For some, they are insufficiently religious in that their approach is historical, geographical and social rather than inspirational and experiential. For others, myself included, anything labelled "A Religious Education Course" should be at least reasonably comprehensive, and this is certainly no multi-faith course (despite attention being directed to the mosques in Nazareth and Jerusalem in the first book). That said, as a sympathetic yet objective introduction to the roots of the Judeo-Christian heritage for younger juniors, it really is admirable.



RELIGION

For starters, it is very much more "open" than the author's secondary course and also very well structured. *Nazareth*, the first book, introduces us to a modern Jewish family living in Tel Aviv. Once the geographical (and linguistic) differences have been established (with help from the Coca-Cola tin), the gulf between the present and the first centuries is demonstrated and we are then neatly introduced to life in the town in which Jesus grew up. Book 2 explores the early ministry of Jesus in and around the town of Capernaum, here given its Latin or Greek name of *Capernaum*; and is not afraid to point out that this is a militarized area.

Compared with the ill-researched artwork that bedevils many religious books for this age group, the full-colour illustrations are informative and archaeologically highly respectable, while the pattern of short information paragraphs and "checking" questions helps the young user to understand the environment in which

Jesus grew up. If some might debate as to whether you agree with the telephone on the Sabbath is not one that worries every Jew, the course deserves a warm welcome from every primary school teacher, provided that welcome is coupled with awareness that this is not actually your need for religious education.

With no pretensions to being a course but of considerable use in the primary and secondary schools in the "Living Festivals" series of books. Four new titles have just appeared, each of which fills in the background to one or other of the world's great religions. These three vigorous and fluent translations, one from Hebrew, two from German, are of particular significance. All use a background which is of obsessive interest to many young readers everywhere, the Second World War. What is more, each in its own way is a story of first-rate quality, intensely felt.

All are told in the first person, and all, despite very different treatments, use the same basic themes: fear, persecution, determination to survive, the consequent need for a hiding place. All involve constant suspense and the gnawing agony of separation from loved ones who may no longer be alive. All recognize the adolescent hunger for friendship, however perilous and ill-advised. The risks of trusting any one are a recurrent nightmare, poignant

David S

Food for thought

Focus on Faith. By J P Taylor. John Murray £2.25. 7195 4169 7. Six Religions in the Twentieth Century. By W Owen Cole with Peggy Morgan. Hulton £3.95. 7175 1290 8.

My only real worry about *Focus on Faith* is whether its intended market still exists. Just how many sixth formers continue to have a weekly period of religious education? For those that do (and also for more able fifth formers not taking O level RE), this must be a definitive textbook. And just in case the independent sector is the only area where that weekly period is commonly preserved, I will make a specific recommendation: every public school chaplain should order class sets.

Mr Taylor takes a dozen topics, including the major world faiths as well as more abstract themes such as the nature of faith and the patterns of creation. For each he provides a variety of intriguing extracts from sources as diverse as Jack Rosenthal's television play *Bar Mitzvah Boy*, *The Little World of Don Camillo* and Billy

Graham talking to David Frost. These, together with factual information and statistics, are linked by a clear narrative and well-posed questions. Simple but thought-provoking exercises which will not alienate the reluctant student, are also included. *Focus on Faith* will do much to fuel and structure class discussions in a subject where they can so readily disintegrate into ill-informed generalization and supposition.

Over the last four years, Owen Cole's *Six Religions in the Twentieth Century* has become established as a standard textbook for multi-faith O level courses. It has now been extended to include Buddhism and the *Six Religions* are examined thoroughly and separately under the headings of "messengers", scriptures, worship, pilgrimage and festivals. While the book is admirable for O level candidates, it remains to be seen whether its slightly wordy chapters will suit the common 16-plus exam.

DS

Moralize

Personal, Social and Moral Education. A Source Book. By Brian Wainman. Lion Publishing £5.95. 0 8564 359 5.

The author intends this as a source book for the teacher, listing resources, materials and methods, and he marks that a cynical view of the developments in RE, careers, sex education, pastoral education, education in personal relationships, health education "might be that they were political bids (by interested parties) to control a blurred, undefined area of the curriculum". He, on the other hand, believes that "Personal, Social and Moral Education is so important that a whole curriculum approach, carefully planned, programmed and coordinated is essential for all pupils".

But he himself belongs to one particular interest group. "It is my desire," he says, "to make every young person obedient to Christ." The message is: the message is: there are not short cuts.

The theme of the book is that personal and social education cannot be taught as a subject. Rather, the entire institution is the provider of personal and social education through

Colin Ward

Making plans



LIFESKILLS

Projects: skills and strategies. By Alma Williams. Pitman £6.95. 0 273 02018 8. Study Sixteen. By Colin Harrison and Colin Swatridge. Oliver and Boyd £2.50. 0 05 003566 5. Skills for Life. By Lesley Kaye, Bealey and Doreen Byles. Shanon Thomas £2.75. 0 85950 204 X. New Directions. By Paul Thomas. Hulton Educational £17.50. 0 7175 1125 5.

Projects, assignments, surveys and study skills are major elements in the school and college curriculum. They all require detailed planning and consultation with students and as such it is very easy for corners to be cut, given all the other pressures that students face. This is not to deny the central importance of project-based work but to restate its significance. Perhaps some of these books will help this process.

Alma Williams has written a partly theoretical and partly practical guide for the organization and completion of projects for students aged 14 upwards in schools, colleges and the Youth Training Scheme. What is interesting about this book is the cross-cultural and international dimension of the understanding of project work. Due to

her involvement with the UN and UNESCO. Projects, for example, range from students building their own school in Kenya, a multi-media project on children's toys in Korea to a postal efficiency project by the Selangor Consumers' Association. She has also included various examples of projects in England and Wales such as an investigation into the state of local telephone kiosks.

Study Sixteen is a handbook for students taking their first public exam. Four detailed sections help the student plan an approach to revision and preparation, note-taking, memorizing, brainstorming and using non-book sources. The appeal of this book is that the authors' approach: study skills from the basis of the amount of time available to the student, whether that be hours, days or weeks. It also has a purpose, that of improving the student's own working practices.

Richard Evans

CHILDREN'S LITERATURE

The Island on Bird Street. By Uri Orlev. Hutchinson £4.95. 0 09 159580 0. *Survive the Storm*. By Wolf Klausner. Methuen £6.95. 0 416 25020 3. *A Night in Distant Motion*. By Irina Kerschbaum. Hodder & Stoughton £5.95. 0 340 36110 7.

If we think that it matters what fiction our own children read it is obviously important to us, from another aspect, to know what stories are helping to form youthful attitudes in other countries. These three vigorous and fluent translations, one from Hebrew, two from German, are of particular significance. All use a background which is of obsessive interest to many young readers everywhere, the Second World War. What is more, each in its own way is a story of first-rate quality, intensely felt.

All are told in the first person, and all, despite very different treatments, use the same basic themes: fear, persecution, determination to survive, the consequent need for a hiding place. All involve constant suspense and the gnawing agony of separation from loved ones who may no longer be alive. All recognize the adolescent hunger for friendship, however perilous and ill-advised. The risks of trusting any one are a recurrent nightmare, poignant

nantly convincing, in each book.

In *The Island on Bird Street* the date is 1943-44 and the setting a bombed-out ghetto in Poland, officially "cleared" but rustling with its own mysterious troglodyte inhabitants. The "island" is a crazy surviving upper-story fragment in which the 12-year-old Alex, who has read his *Robinson Crusoe* and been inspired to a castaway existence with only his pet mouse for company, descending by home-made rope ladder for occasional sallies through the shattered cellars into the dangerous living world beyond the ghetto wall. The dangers there are in fact scarcely greater than those of remaining where he is. What really maroons him on the bomb-site is his promise to remain there until his vanished father returns to collect him, a prospect which becomes increasingly unlikely as the winter weeks roll by and discovery continually threatens. The boy is faceless, distant figures, a brooding menace. For Alex the enemy has become, potentially, any one who is not a Jew.

The other two stories are set in the German countryside in the last six months of the war, when the Russians and the Western allies are inexorably closing in, the Nazis are widely discredited and the one hope of most Germans is to "survive the storm". In Klausner's book of that title he is inspired by his own boyhood memories. His schoolboy narrator, Wilhelm Rost, has a special incentive to long for the swift defeat of the Third Reich. Though a Protestant and a local accepted member of the Hitler Youth, he has a skeleton in his family cupboard which

has begun to rattle embarrassingly. His dead grandmother, it emerges, was Jewish. So he is increasingly cold-shouldered at school, nicknamed "Yippa", and despite good classroom achievements made the victim of discrimination by some of his teachers. What plunges him into immediate personal danger is the friendship he forms with Pami, a Greek gipsy, fugitive from the Esterwege concentration camp. This time the hiding place is a cave in a disused quarry. This is another exciting adventure story, full of dramatic incident, and even the prayed-for arrival of the Americans does not provide an easy or instant denouement.

In *A Night in Distant Motion* (the title taken from a Rilke poem) the secret refuge is a farmhouse attic. Our narrator is Regine, a 17-year-old girl, impeccably Aryan and until recently an unquestioning acceptor of Nazi teaching. But in the confusion of an allied air raid (the horror of those final months for German civilians is starkly depicted) she meets Jan, a young Polish slave worker, and thereafter finds it impossible to consider him "sub-human" as her previous indoctrination demands. Their subsequent love affair is betrayed. Jan is dragged off to an unknown fate. Regine, arrested, disgraced, her hair shorn, is saved only by another air attack which allows her to escape. We leave her in her attic hiding place, still waiting after months for the delayed arrival of the advancing Allies, thankful just to be alive and resiliently determined somehow to find her way in the unguessable future.

Geoffrey Trease

No short cuts

Personal and Social Education in the Curriculum. By Richard Pring. Hodder & Stoughton £4.25.

Richard Pring has written an important book. Its message ought to be a foreword for all who think they have something to say about the education and training of young people, especially Ministers and Commissioners of the Manpower Services Commission. The message is: there are not short cuts.

The theme of the book is that personal and social education cannot be taught as a subject. Rather, the entire institution is the provider of personal and social education through

the way it works, its rules, the attitudes of teachers to taught, and equally important, of teachers to teachers and pupils to pupils. What is more, an educational institution provides personal and social education all the time, so the only significant question is, what sort is it, another way of saying that the quality of day-to-day life and experience of young people in educational institutions is what matters for personal and social education. The implications are daunting.

This position is reached through systematic argument, clearly expressed. The author shows, through theory and practice, and telling use of official documents from the Department of

Education and Science and HM Inspectorate, how to set about improving the personal and social education provided, and gives a quick run-down of subjects in the curriculum to show how teachers can contribute deliberately through their own subject. He insists that collaboration can make "conceptual sense" . . . of personal and social education as a curriculum and social education as a curriculum. Just as in any other area of the curriculum. Equally, he insists that the price of any serious attempt is a preparedness to deal openly and honestly with controversial issues. Personal and social education is not for the timid. Nor is this book.

Norman Evans

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lingo

r-lessness

If there is any linguistic misdemeanour that can bring blood to boiling-point it is the utterance on radio or television of such forms as: "the law-r of averages", "no leav-r of . . ." and, most reprehensible of all, "draw-ring the wrong conclusion". Are such intrusive r's just the mark of semi-literate speech or can they be evidence of another of these linguistic pressures that we observe at work but barely understand?

It is a matter of universal observation that some English speakers pronounce all the r's that are present in the written word and that others do not. It would also be agreed that the dropping of post-vocalic r in words like *sword*, *lord*, and *army* so that they rhyme with *word*, *lord*, and *army* is a characteristic of standard British RP (Received Pronunciation). Such speech is sometimes termed *r-less*, as compared with the *r-full* speech of (say) Scotland and Ireland. (Some years ago linguists took fright at "r-full speech" and might be heard as "ruff" [awful] speech and turned to the terms *rhotic* and *non-rhotic*, borrowed from the Greek letter rho.)

It was not, however, thus, however. The rhoticity of RP is not an original feature. There is some debate as to when it developed, but there is reason for thinking that it

emerged as a prestige feature in the second half of the 18th century. This development of r-lessness in RP brought in its train a number of far-reaching changes in the sounds of that variety of spoken English.

Prominent among these changes was a tendency to diphthongize the vowel preceding the phantom r, as in *moor*, *hair*, *beer*, *fire*. Put simply, this results from the tongue, after the sounding of the vowel, making a token movement towards the central mouth position it would have taken up if the dropped r would have taken up a secondary glide and thus introducing a secondary glide vowel in the shape of the neutral central vowel heard in the first syllable of *about*. This contrasts with the retention of simple vowels in the r-full speech of Scotland and Ireland. Other vowels were noticeably lengthened when the following r was dropped, as in *arm*, *war*, *barred*. This again contrasts with shorter vowels in r-full speech.

When an r is dropped in a final post-vocalic position (*water*, *bar*, *more*) it tends to be re-introduced before a following vowel to help liaison of life, bar of chocolate, more emphasis. But to the speaker in full flow the feeling is not of *restarting* an r that was once there, but of inserting an r that doesn't really belong there. If an r is "inserted" to aid liaison in "lore of the West" why not in "law-r of the land"? Hence the intrusive r that is characteristic of r-less speech, but is almost completely absent from r-full speech.

While this may not be a case of *tout comprendre, c'est tout pardonner*, at least it helps to know that the intrusive r is a natural, hence inevitable consequence of r-lessness.

William T. McLeod

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Physical and verbal gymnastics

Put like that, however, it doesn't sound particularly entertaining. But the exciting thing about *Jumpers* is that it combines a play of ideas with a hugely enjoyable piece of theatre. Its spectacular effect and individual blend of physical and verbal gymnastics means that it requires an expensive production with professional expertise all round. As to the acting, the *Shakespeare* (originally played by Michael Horden) is surely among the most demanding in the modern repertoire. Paul Eddington, who has just finished in a smaller *Forty Years On*—the headmaster—is the technical challenge of the part. It needs a lot of breath control to get from one end of sentences to the other. Unhappy with his first public performance of the role, he ("now I know what the HMS Sheffield felt like") is pragmatic about the time it will take to fully master the part. "After only four weeks," he says, playing *George* is like driving on rainy night to a foreign airport. *With* that, with unfamiliar circumstances

Have any changes been made for this new production? Does its status as an A level text protect *Tomper* from interference? Not completely, says Wood: "It's customary to change the play a little for every production as ideas develop. Wood's influence on the text of Stoppard's plays, particularly in persuading him to temper the acerbity of some scenes, has been significant from the very beginning of their relationship. And he often prevailed on Stoppard to clarify the narrative of his plays; in the old days he even invented a sidekick called Rupert, so that he could say "I understand this Tom, but I don't know what Rupert does." In this production, Wood is pleased that the opening sequence now includes a "comic" appearance from George's rival, Archibald who not only helpfully identifies the corpse but also boldly states the logical, positive position on death - "It's not as though the alternative were immortality" - which George's lecture is opposed to. Wood beams with satisfaction: "His perseverance has won the day." Taken 14 years to get that in

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1

[illegible]

RESOURCES

Jack Stephen

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the idea of working with deaf children – believing that because of their pre-conditioning, work in this area could lead to illuminating research.



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April 14th	5:30pm	The Business Programme	Fee Co
	7:45pm	QAF	Fee Co

The first day saw some 20 ch

three small girls beside him. Unlike children with full hearing, their ability to learn and perform the movements

believing that because of the
re-conditioning, work in this
could lead to illuminating research

April 15th	1:00pm	WT
	5:30pm	1C
April 16th	5:30pm	Lo
	8:30pm	Di

April 25th 11:00pm D
11:30pm C

RESOURCES

Here's richness

Susan Thomas on a pack that illustrates the wealth of educational resources to be found in museums

Experiencing Museums
Four slide sets with audiocassettes
Price: £7 each (£4.20 to members) or
£24 for four (£14.40 to members)
Area Museum Service for South
Eastern England, 34 Burners Lane,
Kiln Farm, Milton Keynes MK11 3HB
(tel: 0908-563977).

I once took a class to the Welsh National Folk Museum at St Fagan's, a splendid place just outside Cardiff. We ate in the eating areas, ran in the adventure playground, paid rapt attention in the galleries. But life is hard. "Don't touch the glass," the attendant hissed as we gawped at the goodies in the jewel room. "Lay one finger on that window, the alarm sounds, the automatic doors shut, the police come and you're locked in for hours." We lost interest pretty sharply after that.

Part of the problem, say the Area Museum Service for South Eastern England (AMSSE), is that all too often the children are not taught how to use the museum as a resource and, they say darkly, there are still teachers who see a school visit as a chance to relax in the coffee shop while the kids riot round the exhibits.

The other problem is that too few teachers, trainers and advisers recognize the educational value of primary sources. Worse, they have very little

idea of the range of resources available or how imaginatively they can be used.

To remedy the situation, AMSSE have produced a new audio-visual resource pack specially designed for education colleges and teachers' centres.

The pack contains four film strips with accompanying tape cassettes. "Here's Richness" introduces teachers to the educational value of the primary sources found in stately homes, museums, art galleries, working farms or zoos. Those who still think that school visits mean crocodile trails round dusty, glass-cased exhibits, will be impressed. There are biology field courses, "Victorian" junior cooks in the kitchen of some great house, whole families making Mexican Christmas decorations, sixth formers drawing in the galleries and infants using loaned material.

"The Real Thing" develops the theme, using taped comments from children to demonstrate the increased awareness and creative impetus that actual contact with primary sources can give, and "Museum Loans" explains how that service works, giving an idea of the wide range of loan material available, from stuffed animals and replica period costumes to cooking utensils, carriage lamps and geological specimens. Not surprisingly it also stresses the value and care of the

resource.

"Getting There", the last in the series, is self-explanatory. It shows how to find local museums, houses, wildlife parks, offers suggestions for arranging travel costs and gives advice on arranging and preparing for the visit, hunting on the way at the house which await the ill-prepared.

Each filmstrip (buyers mount their own 35mm slides) is accompanied by a booklet which lists the slides and gives more background information. The "Getting There" includes a flow chart of the stages of arranging a trouble-free visit.

Compared with, say, the BBC's *Teletext* packs, this set lacks pizzazz. The photographs are interesting, though rarely riveting and only on tape has a convincing voice-over. "Getting There", in particular, is as crisp and specific as it might be, but where would you find the information? Only ILEA has an access in museum education, some local offer advice if asked, but too many neither know nor care if their teachers use local resources.

Although the Area Museum Service serves the South East, they have specifically used examples of museum education which are available throughout the country and the teaching points are valid from Croydon to Cardiff.

Archaeological jigsaw

Roman Britain
Filmstrip compiled by R L Dalladay
Price £5.25 + VAT
Cambridge University Press,
The Edinburgh Building, Shaftesbury
Road, Cambridge CB2 2RU.

This 34-frame filmstrip was first published last year for that diminishing group of students who still learn Latin. The updated version has been extended so as to make it suitable as an introduction to the topic for classicists and historians who are not learning the language.

The evidence continues to be on providing genuine and reconstructed evidence of nearly 400 years of Roman occupation, a period which, though significant, was to have little impact on Britain's subsequent development. What the Romans left behind were the pieces of an archaeological jigsaw

which, presented selectively in the filmstrip, form a coherent picture of an advanced civilization imposed prematurely on one that was still largely primitive.

The subject matter divides under four main headings: Romanization, daily life, religion and the army.

The Romans made themselves safe and relatively comfortable in a land that was initially cold, unfamiliar and inhospitable. They established efficient military communication along such solid straight roads as Watling Street, an aerial view of which is shown, with well-constructed fortifications at the end of the journey, and this military control itself facilitated the expression of Roman culture and sophistication in civilian life.

Flammarie Palace, near Chichester, was the most magnificent of Roman villas. Examples of what may have

been as many as 50 mosaic floors with heating systems which the world was then to forget for 1500 years are tribute to Roman artistry and technical sophistication.

An insight into daily life for a certain class of Roman in Britain is provided through a combination of complex mock-up settings, such as a kitchen well stocked with various articles of pottery, and genuine individual items including slave shackles found in Colchester, a poignant reminder of the most domestic work was carried out by slaves.

So what was the outlet amidst all the ordered and creative colonization of Roman Britain? The answer lay in the gods and a religious way of life. Superstitions and the plurality of the gods they worshipped aside, the Romans made every effort to assimilate the gods of conquered territories such as Britain into their own religious system with the temple and gorgon's head. But showing a tolerant blending of Roman and Celtic styles.

A filmstrip such as this is limited in terms of the isolated. For it to have maximum meaning and impact it must be supplemented by a range of good textbooks in addition of course to the teacher's own commentary.

Nick Cotnam

Static tableaux

Situations, Series 1
Boxed set of 12. Situations £12.50
Individual Situations £10 each
Point Point Audio Visual Ltd, 251
Cannon Road, Portsmouth, Hants
PO3 3EP.

This EFL teaching aid, designed to be used as supplementary material on courses for elementary or lower intermediate students, aims to provide insights into aspects of life in Britain. It is presented in a series of 12 paper dolls, and the appropriate story for the theme is, believe it or not, "Milly-Molly-Mandy goes to a party".

This is not what nursery education is all about, and it won't do parents or children any good to be told that it is. However, there's a sinister footnote at the bottom of every single one of the activity sheets: "WES programmes are supplied on condition that they are not permitted to be used by other children or passed on for use by other families."

Alas, I don't think this is intended as a health warning, but as a stern reminder that education, even at this level, has got to be paid for in hard cash - now there's something parents can do without any special training.

by train and tube, shopping, libraries and museums - although on at least "Adventure Playground", seems of marginal relevance to the intended audience. Many of the slides and pictures serve their purpose adequately but tend to be rather unimaginative, lacking the "strong visual impact" the teacher's guide claims for them.

A more intrusive problem, however, is the inflexibility of the material on the cassettes. The format is relentlessly repetitive: the commentary is read out twice and then followed by a pronunciation exercise. Unvarying in tempo and tone, and somewhat stilted in expression, the commentary emphasizes more than anything else the artificiality of the proceedings. Occasionally there is an inadvertent plunge into the surreal - "The dinosaur's jaws are open. Is it laughing, or is it roaring at an enemy?" (from "At the Museum"). The failure to inject any expressiveness into the commentaries means that the material becomes, at times, a series of static tableaux.

Much the same could be said of the

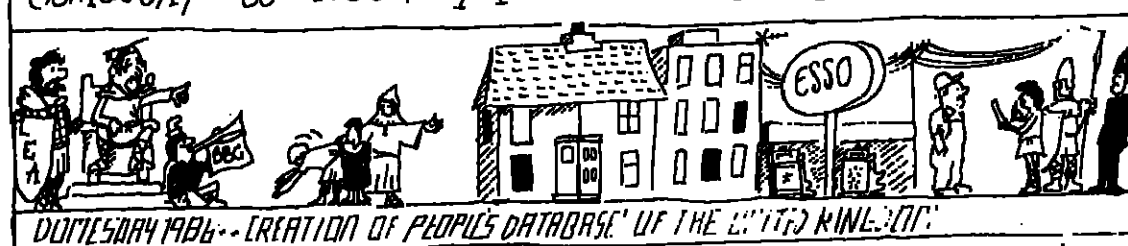
dialogues on some of the tapes; they also sound static and inauthentic, giving very little feeling of verbal give-and-take. Some realistic background noise - the sounds of a railway or underground station, the bustle and energy of a street market, provide a museum - could have made them more plausible and perhaps more interesting. The casting of the speakers also goes awry on occasion. A flower-selling boy "At the Market" sounds remarkably unboyish, and the two supposedly important characters, "Picnic" are not entirely convincing.

The students' workbook tends to over-emphasize grammatical structure at the expense of functions (although there are useful exercises on such things as sequencing and asking questions). A functional approach would not only have focused the students much more clearly but might, in addition, have added some zest to the recorded material.

Ashok Bery

MEDIA

Domesday 1086. A Survey of the LANDS of England



Domesday approaches

Gillian Macdonald looks at the massive BBC project which is drawing thousands of schools together

Domesday educational committee, reports in the teacher's handbook, Charles Darwin used school children to sort out the seeds he brought back from his voyages and Dudley Stamp relied on secondary school pupils to gather data for his geographical survey of land usage. But, as he points out, it is now to have a single national broadcasting service draw thousands of schools and community groups together in one project.

Schools Television placed the Domesday Project against its historical background with a special *Zig Zag* feature last week. It highlighted the differences between the original Domesday Book and its modern equivalent. Nine hundred years ago it was William the Conqueror's men who were sent out to unmap territory to gather information from natives who were frequently hostile. They had one year to complete their research and a single scribe to write it up in Latin. The research only covered England and even that was patchy.

The 20th-century approach was illustrated by two pilot schools in the programme. Children at St James's in Coldwaltham, Sussex, and Cranford Primary in London, pinpointed their location on the map, then moved out into friendly communities to do their research. The farmer's wife discussed

other programmes like *Micro Live* and *John Craven's Newsworld* will carry reports on the project, and local radio have expressed a keen interest. They could, for example, invite local figures in the studios to talk about their land and the people who work on it, or simply provide contacts in the area. But the main source of regular information will be School Radio's *In the News*.

Their particular interest, according to producer Nick Whines, will be to make all the schools feel that they are

part of a national project, and to highlight the contrasts between different areas of the country. Next term they will carry regular features on the project. They will visit a different school each week and report on its progress, pass on hints and bits of information that schools send in - titles of useful reference books, or sources of information like the local library and the town planning office. The "Letterswap" feature will put schools in touch with each other.

The original Domesday researchers had a year to complete their work. The 20th-century schools will only have a term. The Domesday information packs, containing one floppy disk, a teacher's handbook, a survey guide and a disk user's guide, were sent out last week so that teachers can digest them before starting on the project next term.

But already problems are emerging, particularly for the 125 co-ordinators in the local education authorities, who have to allocate blocks to schools. Some areas are heavily over-subscribed. Oxfordshire, for example, has eight schools in one block and none in others. The Western Isles have 120 scattered miles to be covered by five schools. And what about the school in the Scilly Isles, that finds most of its block is sea? Give as much detail as

possible about the lighthouses, says the BBC.

Rural schools are badly under-served, so the BBC is eager for late applicants to contact them even now. Some schools will be asked to work on neighbouring blocks to cover, but additional help will come from community groups - Women's Institutes, scouts, guides, nature conservancy groups and agricultural colleges.

When the Domesday Project was launched in November, it was criticized for being over-ambitious - it's final deadline has to be autumn 1986, to coincide with the 900th anniversary of the Domesday Book. But against all the odds, the project is up to schedule. They had to sweat out a difficult period when Access Computers (producers of the BBC Micro and designers of the new interface for the videodisc player) looked likely to collapse in February. Now they are facing industrial action in the schools. But again, it looks as if they will pull through. School work on the project has, they argue, always been envisaged as fitting in to the normal timetable; it is not extra-curricular.

Other potentially tricky areas are libel and copyright - either one could jeopardize the publication of the discs at the last minute. So, the BBC has been careful in its survey guide to warn schools against giving names and details of individuals: "Comments of a personal nature should be avoided". On copyright, they include forms for children, parents and teachers to assign all rights to BBC Enterprises.

When the Domesday Project was announced in November, doubts were raised about its educational value. Many of these will be allayed by reading *Tom Wragge's* handbook or Peter Armstrong's guide, certainly as far as data gathering is concerned, and all the exercises that can be derived from it. As a final product, the videodiscs may not be the best-developed interactive software for teaching purposes, but as a source of information and historic records for future generations they will be unrivalled.

Rural schools can apply to the Domesday Project, BBC Bilton House, 54-58 Ubbetree Road, London W5 2ST (tel: 01-579 2499).

DIY nursery education

Mary Jane Drummond on an approach to nursery education for families and groups

Learning to Learn
Parents' Book 1, 2, Organizing a Nursery Group, Activity Sheets 1-12
World-Wide Education Service of the PNEU, Strode House, 44-50 Osna-burgh Street, London NW1 3NN.

Until fairly recently there were very few books about the education of young children that were written specifically for parents. Now there is a deluge, and while I heartily welcome one of the principles involved - that education is much too important to be left to teachers, it's wise not to welcome every new publication with outstretched arms.

Not everything written for parents is necessarily good in itself, and I get especially nervous about books that set out to tell parents how to educate their children at home. These do-it-yourself manuals all too often convey the hidden message that they (parents) can't do anything, unless we (teachers) tell them how.

The WES of the PNEU (which a few minutes' research reveals to be the World-Wide Education Service of the Parents' National Education Union) has been around for a hundred years, so you'd think it would be unlikely to be in the business of deskilling parents. Indeed, the purpose of this package is to "provide a complete nursery education for children: intending to enter British-style Primary Education", which you might think is a tall order for three slim booklets and 12 activity sheets. Perhaps the authors' expectations are too high, rather than too low?

The answer is, inevitably I suppose, both yes and no. "Organizing a Nursery Group", the slimmest of the booklets, sets out to cover its subject in barely five pages of text, which is, to say the least, ambitious. But the advice is concrete, practical and sensible; and it's a welcome surprise to encounter the six challenging questions of the Open University's recent *Curriculum in Action* pack, reproduced here as an introduction to planning and reflection. There's nothing to quarrel with, and much to admire in the speed and succinctness with which problematic issues are disposed of. "Careful records need to be kept." Got that? But the other two pamphlets are

much harder to swallow. The philosophical basis of what is offered is a soft post-Hirstian view of "branches of knowledge" which is projected on to a map of a skills curriculum divided into five areas: communication, discrimination, social, motor and attentional skills. So far so good, since this probably isn't the place for a philosophical inquiry into the limitations of these particular constructs.

But when the booklets attempt to translate philosophy into practice, the rote sets in. The section on "Telling a Story" for example, instructs parents to "speak slowly and distinctly, but with a variety of tone and expression". As if parents would do otherwise. Directions for cooking are equally lame: "Needless to say, only the very simplest recipes can be used." Scientific thinking is to be fostered with how and why questions: "For example 'Why do you think little Bo-Peep lost her sheep?'"

The activities suggested are, if possible, even more futile, and some of them are: "Rhymes to Learn" for the theme "All about Me" leads off with "What are little boys/girls made of?", there are dozens of debased Bruns-style pictures for children to trace; creative activities begin at the very bottom with templates and screwed up bits of tissue paper. "Let the child's imagination run free." (although by Activity Sheet 4, the child has mastered potato-cuts).

The theme "Celebrations" makes a tokenist nod, in the right direction by mentioning Eid and Diwali but the real present for Mum, for example, "Make a paper doll", and the appropriate story for the theme is, believe it or not, "Milly-Molly-Mandy goes to a party".

This is not what nursery education is all about, and it won't do parents or children any good to be told that it is. However, there's a sinister footnote at the bottom of every single one of the activity sheets: "WES programmes are supplied on condition that they are not permitted to be used by other children or passed on for use by other families."

Alas, I don't think this is intended as a health warning, but as a stern reminder that education, even at this level, has got to be paid for in hard cash - now there's something parents can do without any special training.

Pilgrim's progress

Heather Neill watches an Easter series for younger viewers

Dangerous Journey
Yorkshire Television for Channel 4
Daily from March 31 until April 6
Sun 4.40, Mon - Thurs 4.45,
Fri 4.40, Sat 4.45, Sun 4.15.

Bunyan's *Pilgrim's Progress* has not been fashionable reading for some years. It has a strong moral theme, is undeniably Christian and, what is more, demands considerable staying power of the reader, being 17th century allegorical and, worst of all, long. Yet it has qualities which Oliver Hunkin, in retelling it, and Alan Parry, in illustrating it, have seized on joyfully, to bring modern children (from seven up) an action-packed adventure tale, full of vivid characters (like Christian the hero, Mr Worldly Wiseman, Pilgrimage and Hypocrite), a splendid dragon monster, Apollyon, and a giant as gruesome as any at the top of the Beanstalk.

The marvellous dream-landscapes too, realized in sumptuous detail, of the Valley of the Shadow of Death, Doubting Castle and Vanity Fair. If the Celestial City, Christian's goal, seems a little pale in comparison, Talkative.

The final episode consists of a much-abridged version of the sequel, *Christian's Story*, to allow the modern child's anxiety about Christian's apparently abandoned family. They all arrive at Celestial City by Easter Day.

The book, *Dangerous Journey*, is published by Marshall, Morgan and Scott at £8.95 (£7.95 until Dec 31). In June, cassettes, slides and teachers' notes will be available from the Farmington Institute, Oxford.

Christian is misled by Mr Worldly Wiseman

briefings radio & tv

Open University and general interest

THE CHANGING COUNTRYSIDE
(Saturday 13.05, BBC2)
"Cropping the Countryside" examines the changes brought about by agricultural intensification.

WORDS
(Sunday 11.45, Radio 3)
In the first of four programmes about the use and abuse of the English language, Lord McCloskey, the former Solicitor General for Scotland, considers the language of lawyers.

THE UNEASY EYE
(Sunday 17.15, Radio 3)
Has abstract art finally had its day? Stephen Games explores the quality of current painting.

THE COUNSELLING INDUSTRY
(Sunday 22.15, Radio 4)
More and more people are turning to "counsellors" for advice on personal problems, but are your secrets safe? How do counsellors work?

O'DONNELL INVESTIGATES
(Wed, Thurs 19.25, BBC2)
"Britain and Boats" - two programmes on the size and political issues of the alcohol problem in Britain today.

SILENCE TO SILENCE
(Thursday 23.05, C4)
A documentary shot in Dublin and France traces the artistic life of Samuel Beckett. Extracts from his prose, plays and poetry complete a unique film portrait.

Briefings will resume on April 12

Dress sense

Design Matters Channel 4, Thursday 10.35pm

From the evidence of the first two programmes on Channel 4's new 10-part series, *Design Matters*, Marshall McCloskey was wrong. It is not the medium that is the message but the packaging.

The first three programmes are focused on image and identity but already the milliner, David Shilling, seems to have hit the nail on the head. For him, "designer" is a terrible misnomer and after seeing how a teenager hacked her school uniform into a more personal, if decidedly punk, expression of herself, you can understand his point.

Shilling and the schoolgirl were in the first programme, "Telling Togs". In the second, "Sound Images", Bill, a member of the pop-group Ultravox, told us, "Right from the beginning, we designed everything ourselves". This turned out to be not quite true as another member of the group confirmed later on. "Graphics and all that we used help to give the band an identity". What we had seen in between was a whole army of photographers, cameramen, directors and designers working to retail and promote an image which may last for only six to 12 months at the most.

This is what Alison Lurie, author of *The Language of Clothes* and consultant for "Telling Togs", seemed to be telling us rather laboriously was true for most people nowadays, albeit in a much more limited fashion. The well-dressed, lorry-driver, grocer, baker, doctor and policeman may wear specialized uniforms that offer instant identification and some, like the city-gent, may find "comfort" in their, but quite apart from what the worker wears, a dress, even a three-piece or morning suit can be varied for the occasion with a change of waistcoat or tie, "a kind of flag, the way he files his colours".

None of which is very surprising. Ethnic clothes got a brief look-in and saw a Katsafarian consciously promising himself for a job interview by wearing a smoky-grey suit while retaining his head-gear. But as for cross-dressing or what is called gender-bending, you could learn more in an adolescents' disco than you could from either of these programmes. Too attached to appearances to reveal much of what lies beneath, the series so far was summed up once again by David Shilling when he remarked, "Men can't wear women's hats", and the camera immediately cut to a flower-laden one worn by a Morris dancer.

Michael Clarke

4 Television Programme Recording

Titles Available for Week Commencing Sunday 31st March 1985

Tuesday 2nd April
3.45pm Years Ahead, fee code B
5.30pm Low Tech: Sit Down & Light Up, fee code B
Wednesday 3rd April
8.30pm The Living Body: Design For Living, fee code B
Thursday 4th April
10.30pm Design Matters, fee code B

Capital Spaces or Capital Places? fee code C
Saturday 6th April
1.00pm Black & White & Read All Over, fee code B

For More Information Contact:
TV Recording Licence Dept,
GUILD LEARNING
Guild House Peterborough PE2 9PZ
Telephone (0733) 83122

Wiltshire

Primary Education

Headteacher Post

WARMISTON, Avenue County Primary School, 7 The Avenue, Warmistons BA12 9AA.

RE-ADVERTISEMENT

GROUP 5

Head Teacher required for September 1985, for the 5-11 Primary School serving an area to the North of Warmistons, including a significant number of Service families. Avenue School is one of 7 Primary Schools in the Town from which, at the age of 11 - pupils transfer to nearby Kingsdown School. Warmistons lies at the head of the Wyke Valley, close to the Longest Estate, and is midway between Salisbury and Bath on the A36.

Application forms and further details (S.A.E. please) from and returnable to the Chief Education Officer, Education Department (Ref. 87/7/PM8), County Hall, Trowbridge, by 9th April.

Previous applicants will be re-considered and need not re-apply.

MULTI-CULTURAL EDUCATION SERVICE

RE-ADVERTISEMENT

Applications are invited for the undermentioned posts based at Multi-racial Schools in Swindon. The successful applicants will be members of the appropriate school staff and will also join an established team meeting the specific needs of pupils and responding positively to the implications of education for racial equality in Wiltshire.

THE DROVE INFANTS SCHOOL (N.O.R. 100)

INFANTS TEACHER SCALE 2 - S.P.A.

To work with staff in language and curriculum development and to develop home-school liaison particularly among the Asian communities in the area.

CLARENCE JUNIOR SCHOOL (N.O.R. 200)

To work with staff in language and curriculum development and to help co-ordinate mother tongue teaching in the area.

Applications can be considered for more than one of the above two posts. In each case a knowledge of Asian language would be advantageous. Previous applicants will be considered and need not re-apply.

Application forms and further details (S.A.E. please) available from the Chief Education Officer, Area Education Office, Bedford House, Bedford Street, Swindon BN1 1QH to be returned by 12th April 1985.



N.O.B. 270

PRIMARY HEADSHIPS

continued

BOLTON METROPOLITAN BOROUGH
ST. TERESA'S R.C. (AIDED)
PRIMARY SCHOOL
Kedron Road, Little Lever, Bolton, Lancashire
Required from 1 September 1985.
HEAD TEACHER, GROUP 4

Applications are invited from practising Catholic teachers with appropriate qualifications and experience. Completed applications to be returned to Rev. F. Austin, St. Teresa's R.C. Presbytery, 44 Redcar Road, Little Lever, Bolton BL3 1EN by 10 April 1985.

ST. GREGORY'S R.C. AIDED PRIMARY SCHOOL
Prestolee Street, Farnworth, Bolton
Required from 1 September 1985.
HEAD TEACHER, GROUP 5

The Governors invite applications from suitably qualified and experienced teachers who are practising Catholics who hold the Catholic Teachers' Certificate.

Completed applications to be returned to Rev. F. Austin, St. Gregory's R.C. Presbytery, Church Street, Farnworth, Bolton BL4 5AQ by 10 April 1985.

Application forms and further details for the above posts are available from the Director of Education and Arts, P.O. Box 53, Centre, Bolton BL1 1W (57174) 110010

CAMBRIDGESHIRE

(Equal Opportunity Employer)

Huntingdon Area

ALCONBURY C.E. (C) SCHOOL

School Lane, Alconbury, Huntingdon, Cambs.

Applications are invited for the HEADSHIP of this Group 3 Primary School from September.

Application forms and further details from the Senior Area Education Officer, Garsley House, 25, Street, Huntingdon, Cambs. Closing date 18 April 1985. 110010

DORSET

BOUTON CE (CONTROLLED) PRIMARY SCHOOL
Bouton, Gillingham
HEADTEACHER (Group 2)
Required from September 1985.
Application forms, returnable by 18 April, and further details from the Education Staffing Officer, County Hall, Dorchester DT1 1XJ (57664) 110010

DORSET

ST. CATERINES RC PRIMARY SCHOOL
LADY MARGARET (Group 3)
Required from September 1985 or October 1985. Candidates should be practising Roman Catholics.
Application forms, returnable by 19 April, and further details from the Education Staffing Officer, County Hall, Dorchester DT1 1XJ, (57664) 110010

EALING

LONDON BOROUGH OF EALING
EDUCATION SERVICES
LADY MARGARET FIRST SCHOOL
Southall UB8 3NN
HEAD required for September 1985. Salary £21,038 London Weighting.
Relocation expenses may be payable.

Application forms (S.A.E.) and further details from the Chief Education Officer, London Borough of Ealing, Hadley House, 78-81 Uxbridge Road, Ealing W5 3UJ to be returned by 18th April 1985. 110010

GLoucestershire

WESTBURY-ON-SEVERN C OF E (AIDED) PRIMARY SCHOOL
Westbury-on-Severn, Glos.
78 on roll, 5 - 11 years
Head Teacher Group 3 required from September 1985. Form and further particulars from Mrs M. Matthews, Clarendon, Westbury-on-Severn, Glos. (57411) 110010

SHROPSHIRE EDUCATION COMMITTEE

PRIMARY HEADSHIPS

Group 03

Applications are invited for the Headship of:

Bridgnorth County Infant School, Innage Lane, Bridgnorth, WV16 4HL.

Available from beginning of the AUTUMN TERM 1985.

Closing date: Thursday April 4th

Applications forms and further particulars (Send S.A.E.) from:

County Education Officer,
Education Department,
Shirehall,
Shrewsbury.
Tel: 222515.

To whom they should be returned by the above date. (10384)

HERTFORDSHIRE

COUNTY COUNCIL
EAST HERTS DIVISION
ST. ANDREW'S VC JMI SCHOOL
Stanstead Abbots, Nr. Ware
Head required from September 1985. Group salary £21,038 plus fringe allowance.
Application forms and further particulars from the Divisional Education Officer, Scott House, Hingfield Road, Hertford SG13 8NQ, to whom completed application forms should be returned. Closing date 10th April 110010 (35944)

HERTFORDSHIRE

LIME WALK J.M.I. SCHOOL
Bonnets End Road, Hemel Hempstead
HEAD required from September 1985. Applications are invited from suitably qualified and experienced teachers. Further details and application forms available from the Divisional Education Officer, The Survey, 22nd April 1985. (S.A.E.) 110010 (13313)

ST ANDREW'S C.E. PRIMARY SCHOOL

297 Chase Road, Southgate N14 6JA.

Group 4 Roll: 217

Applications are invited for the post of

Head Teacher,

which will become vacant on the 1st September 1985 due to the retirement of the present Head.

London Allowance, £878. Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.

Application forms and further details (large SAE) obtainable from the Director of Education, P.O. Box 56, Civic Centre, Silver Street, Enfield EN1 3XQ. To be returned to the Clerk of the Governors by Friday 19th April 1985.

London Borough of

Enfield

An Equal Opportunity Employer

HERTFORDSHIRE

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EAST HERTS DIVISION
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Head required from September 1985. Group salary £21,038 plus fringe allowance.
Application forms and further particulars from the Divisional Education Officer, Scott House, Hingfield Road, Hertford SG13 8NQ, to whom completed application forms should be returned. Closing date 10th April 110010 (35944)

HERTFORDSHIRE

OUR LADY'S RC JMI SCHOOL
Bonnets End Road, Hemel Hempstead
HEAD required from September 1985. Applications are invited from suitably qualified and experienced teachers. Further details and application forms available from the Divisional Education Officer, The Survey, 22nd April 1985. (S.A.E.) 110010 (13313)

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NORTH YORKSHIRE

COUNTY COUNCIL
BROMLEY
RAMSDEN INFANT SCHOOL
Dyke, Kettlewell, Ilkley, West Yorkshire LS14 4LZ
DEPUTY HEADTEACHER GROUP 3

Applications are invited from suitably qualified and experienced teachers for the above post, available from September 1985. The successful candidate should be able to take a leading role in the development of the school and the child-centred development of the curriculum. Further details and application forms available from the Director of Education, The Town Hall, 15th April 1985. 110012 (37089)

NORTHAMPTONSHIRE

HACKLETON C.P.
Hackleton, Northampton NN7 2AB
APPOINTMENT OF HEAD TEACHER
Required for September 1985, an enthusiastic teacher for the Headship of this rural primary school. Hackleton is a thriving village, close to the Bedfordshire and Buckinghamshire borders. Further details and application forms available from the Education Officer as soon as possible.

NORTHAMPTONSHIRE

COUNTY COUNCIL
GENERAL EDUCATION
Primary Education/Religious Education
For further details see Education Officer, Education Officer, 110010 (37492)

NORTHAMPTONSHIRE

CITY OF SHEFFIELD
EDUCATION DEPARTMENT
TINSLEY JUNIOR SCHOOL
Tinsley Road, Sheffield S18 1WS
Required for September 1985, a Headteacher for this Group 4 School.

The successful candidate will have a significant Asian population in the school area and will be responsible for the development of the school's curriculum. Further details and application forms available from the Education Officer, 110010 (37084)

NORTHAMPTONSHIRE

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DEPUTY HEADTEACHER GROUP 3

KINGSTON UPON THAMES

ROYAL BOROUGH OF KINGSTON UPON THAMES
BURLINGTON INFANTS SCHOOL
Burlington Road, New Malden, Surrey
Required for 30 part-time DEPUTY HEAD TEACHER for the GROUP 4 Infants School.

Applications are invited from suitably qualified and experienced teachers for the above post, available from September 1985. The successful candidate should be able to take a leading role in the development of the school and the child-centred development of the curriculum. Further details and application forms available from the Director of Education, Guildhall, Kingston upon Thames, Surrey KT1 1SU (S.A.E. please) to whom completed forms should be returned by 15th April 1985. (37180) 110012

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BURLINGTON INFANTS SCHOOL
Burlington Road, New Malden, Surrey
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SUFFOLK

COUNTY COUNCIL
WHITTON GREEN PRIMARY SCHOOL
Westwood Avenue, Lowestoft
4 - 8 years: 176 pupils
Required for September 1985, an experienced and well qualified teacher to take the Headship of this village school. Further details and application forms available from the Education Officer, 15th April 1985. (37188) 110012

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PRIMARY EDUCATION

DORSET
ST. JAMES C.E. (V.C.)
FIRST SCHOOL
Park Lane, Alderholt, Nr.
Fordingbridge
(Age range 5-9)
Required September 1985.
Teacher for environmental
studies. Scale 1. Experience
of team teaching and interest
in P.E., Music or Drama an
advantage.
Application forms and
further details from the
Headteacher on receipt of
s.a.e. (37758) 110020

EAST SUSSEX
COUNTY ITINERANT STAFF
Required from September:
suitably qualified and experienced
Teacher of children
with special educational
needs (scale 2) for a vacancy
in the County Itinerant
Staff.
Relocation grants available
in approved cases.
Application forms and
further details available from
the County Education Officer,
PO Box 4, County Hall, St.
Anne's Crescent, Lewes BN1
10020 (37085) 110020

EAST SUSSEX
QUEEN'S PARK PRIMARY
SCHOOL
Required from September:
suitably qualified and experienced
Teacher of children with
special educational needs
(scale 2) for a vacancy in
the County Itinerant Staff.
Relocation grants available
in approved cases.
Application forms and
further details available from
the County Education Officer,
PO Box 4, County Hall, St.
Anne's Crescent, Lewes BN1
10020 (37085) 110020

ESSEX
GREAT CLACTON COUNTY
PRIMARY SCHOOL
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CO15 3EP
Tel: Clacton-on-Sea 422825
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experience. New semi-
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learning. Further details from
the Area Education Officer,
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3UP. (37315) 110020

HAMPSHIRE
ALVERSTOCK COUNTY
INFANT SCHOOL
Ashburton Road, Alverstoke,
Gosport PO18 9LW
Number on roll 155
SCALE 2
Required from September
1985. An enthusiastic and
imaginative teacher to
take responsibility for the
development and co-ordination
of the school. Further details
from the Headteacher on receipt
of s.a.e. (37067) 110020

HAMPSHIRE
ST. ALBAN'S C.E. (AIDED)
FIRST & MIDDLE SCHOOL
St. Alban's Church, West
Leigh, Havant, Hampshire
PO9 1JL
Tel: Havant 489079.
Required from September 1985.
Scale 1 & 2. Middle School
teacher. Enthusiastic, Christian,
imaginative teacher with specialist
curriculum experience.
Further details from the
Headmaster, 19th, South
1985. (37175) 110020

HARINGEY
Progress with Humanity
ST. JOHN VIANNEY RC
J.M. SCHOOL
Stanley Road, London N15
Tel: 01-889 8442
Required for September
1985. A suitably qualified
teacher for a middle infant class.
The school is a multi-cultural
school. Further details from the
Headteacher on receipt of s.a.e.
(37341) 110020

HARINGEY
ST. PAUL'S & ALL
HALLOWS C.E. INFANT
SCHOOL
Park Lane, Tottenham,
London N17 0BZ
Required from September
1985. A suitably qualified
teacher for a middle infant class.
The school is a multi-cultural
school. Further details from the
Headteacher on receipt of s.a.e.
(37341) 110020

HARINGEY
ST. ALBAN'S C.E. (AIDED)
FIRST & MIDDLE SCHOOL
St. Alban's Church, West
Leigh, Havant, Hampshire
PO9 1JL
Tel: Havant 489079.
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Scale 1 & 2. Middle School
teacher. Enthusiastic, Christian,
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curriculum experience.
Further details from the
Headmaster, 19th, South
1985. (37175) 110020

NEWHAM
LONDON BOROUGH OF
NEWHAM
RIVERSIDE INFANT
SCHOOL
Riverside Road, London E7
Tel: 01-559 4442
Required for September
1985. A suitably qualified
teacher for a middle infant class.
The school is a multi-cultural
school. Further details from the
Headteacher on receipt of s.a.e.
(37341) 110020

NEWHAM
LONDON BOROUGH OF
NEWHAM
RIVERSIDE INFANT
SCHOOL
Riverside Road, London E7
Tel: 01-559 4442
Required for September
1985. A suitably qualified
teacher for a middle infant class.
The school is a multi-cultural
school. Further details from the
Headteacher on receipt of s.a.e.
(37341) 110020

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NEWHAM
RIVERSIDE INFANT
SCHOOL
Riverside Road, London E7
Tel: 01-559 4442
Required for September
1985. A suitably qualified
teacher for a middle infant class.
The school is a multi-cultural
school. Further details from the
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1985. A suitably qualified
teacher for a middle infant class.
The school is a multi-cultural
school. Further details from the
Headteacher on receipt of s.a.e.
(37341) 110020

DORSET
KING'S PARK FIRST
SCHOOL
Ardley Road, Bournemouth
(Age range 5-9)
Required September 1985.
Teacher for middle 2 Post with
responsibility for Art and
Physical Education. An interest
in the development of the
school is an advantage.
Apply in writing, enclosing
c.v. and giving names and
addresses of two referees.
The Headteacher by 10th
April, 1985. (37537) 110020

DORSET
ST. JAMES C.E. (V.C.)
FIRST SCHOOL
Park Lane, Alderholt, Nr.
Fordingbridge
(Age range 5-9)
Required September 1985.
Teacher for middle 2 Post with
responsibility for Art and
Physical Education. An interest
in the development of the
school is an advantage.
Apply in writing, enclosing
c.v. and giving names and
addresses of two referees.
The Headteacher by 10th
April, 1985. (37537) 110020

EAST SUSSEX
COUNTY COUNCIL
ST. JAMES C.E. (V.C.)
FIRST SCHOOL
Park Lane, Alderholt, Nr.
Fordingbridge
(Age range 5-9)
Required September 1985.
Teacher for middle 2 Post with
responsibility for Art and
Physical Education. An interest
in the development of the
school is an advantage.
Apply in writing, enclosing
c.v. and giving names and
addresses of two referees.
The Headteacher by 10th
April, 1985. (37537) 110020

HOUSLOW
ST. JAMES C.E. (V.C.)
FIRST SCHOOL
Park Lane, Alderholt, Nr.
Fordingbridge
(Age range 5-9)
Required September 1985.
Teacher for middle 2 Post with
responsibility for Art and
Physical Education. An interest
in the development of the
school is an advantage.
Apply in writing, enclosing
c.v. and giving names and
addresses of two referees.
The Headteacher by 10th
April, 1985. (37537) 110020

BUCKINGHAMSHIRE
MILTON KEYNES
GOVERNMENT SCHOOL
Milton Keynes
MK18 1AL
Required from September
1985. A suitably qualified
teacher for a middle infant class.
The school is a multi-cultural
school. Further details from the
Headteacher on receipt of s.a.e.
(37341) 110020

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Headteacher on receipt of s.a.e.
(37341) 110020

EAST SUSSEX
WALLAND COUNTY
PRIMARY SCHOOL
Wallingford Road, Lewes BN1
10020
Tel: 01-323 4442
Required from September
1985. A suitably qualified
teacher for a middle infant class.
The school is a multi-cultural
school. Further details from the
Headteacher on receipt of s.a.e.
(37341) 110020

EAST SUSSEX
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PRIMARY SCHOOL
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(37341) 110020

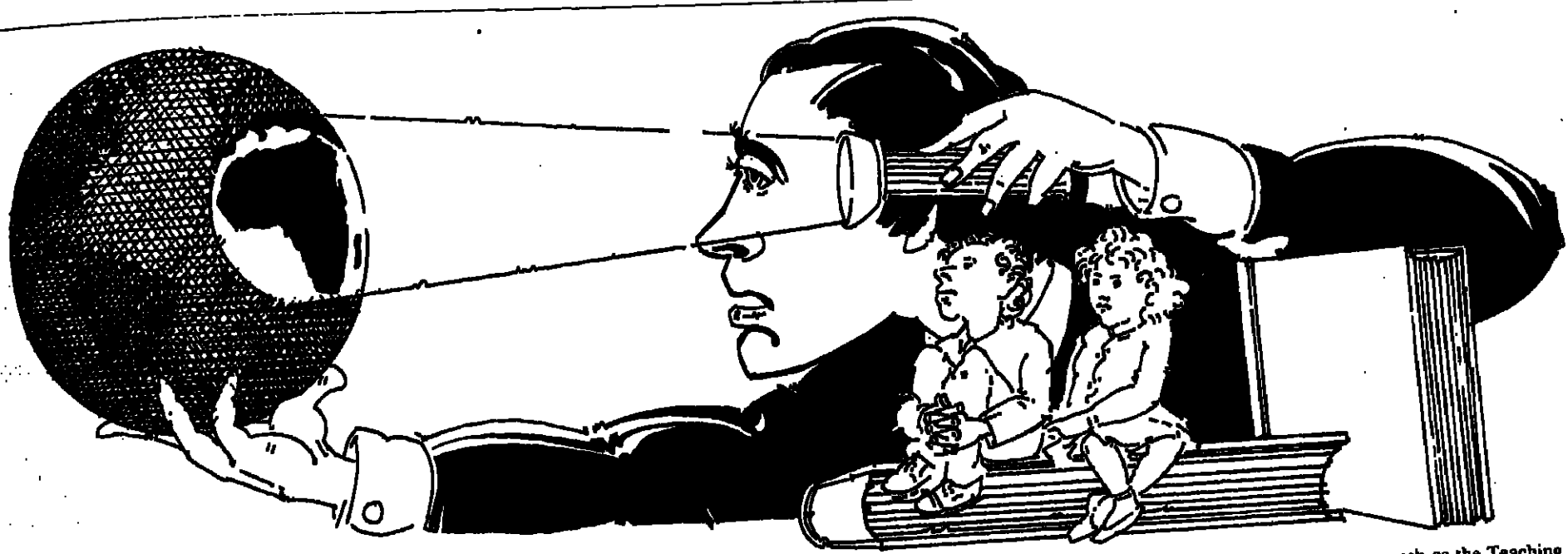
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SCHOOL
Kington, Herefordshire
HR5 3AL
Required from September
1985. A suitably qualified
teacher for a middle infant class.
The school is a multi-cultural
school. Further details from the
Headteacher on receipt of s.a.e.
(37341) 110020

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COUNTY COUNCIL
KINGTON PRIMARY
SCHOOL
Kington, Herefordshire
HR5 3AL
Required from September
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The school is a multi-cultural
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Headteacher on receipt of s.a.e.
(37341) 110020

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Kington, Herefordshire
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The school is a multi-cultural
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Headteacher on receipt of s.a.e.
(37341) 110020

EXTRA GEOGRAPHY



Spotlight on the Third World

The Geographical Association annual conference previewed by David Green

The Geographical Association annual conference can be all things to all persons. As a vehicle for exploring issues of geographical concern it provides an unrivalled opportunity for teachers and other interested persons to attend lectures by major figures from both within geography and from a wider field.

The numerous workshops included in the programme provide many opportunities for discussion and for trying out new ideas in teaching. As the venue of the largest publishers' exhibition of geography books, atlases, audio-visual equipment and microcomputer software, the conference itself plays an important role in disseminating information on the latest teaching texts and resources.

Last and not least, the conference allows teachers from all over the country and abroad to meet and foster friendship and cooperation. And all this without charge!

This year's April conference, entitled *Hot Spots in Geography*, will take place from Wednesday, April 10 to Friday, April 12, starting with the Worldwide Quiz at the Royal Geographical Society and continuing with the main lecture programme at the London School of Economics.

The title refers to the many difficult and sometimes controversial issues facing geography teachers, but is primarily concerned with problems in the Third World. The two keynote lectures both concentrate on the pressing issues of world inequalities and patterns of trade.

Sir Shridath Ramphal, Secretary-General of the Commonwealth, will present the joint lecture on the Wednesday, entitled 'A world turned upside down', which focuses on the way that new types of world map alter our perception of North-South relations and how geography as an interdisciplinary subject combines with other disciplines, such as politics and international relations, to provide insights into patterns of world inequality.

Similar questions are taken up by Lord Derek Brazier in the Macmillan Education Lecture on the Friday, on world trade prospects, in which the world's problems of international trade and high unemployment are discussed and the measures which need to be taken to stimulate world trade on a balanced basis are explored.

The Geographical Association is both proud and honoured to be able to host lectures of such importance by internationally recognized experts in the field.

No less important are the many related themes which feature throughout the rest of the conference programme. Proceedings commence at the LSE with a lecture by Paul Harrison, on population, food supply and social justice.

With the current state of interest in such questions, this promises to be an exciting start to the day. Other sessions, too, deal with the issues raised by rapid population growth, such as that by Professor John Clarke, and the 16-19 group's presentation of planning problems in Third World cities.

The problems, however, are not solely confined to population growth. Dr John Hemming, Director of the Royal Geographical Society, points out with reference to Brazil the urgent necessity of preserving tribal cultures. Learning Through Action takes up some of these issues and demonstrates how they may be introduced to the curriculum through the medium of drama. Their interactive approach to teaching and learning, focusing in this instance on projects on the Yanomami tribe and Australian Aborigines, promises to be one of the highlights of the conference.

The threats to and problems of Third World environments are also examined in the course of the conference. Hugh Sykes, from the International Union for the Conservation of Nature, alerts us to the dangers facing the world's vegetation, while at a more down-to-earth level Professor John Thorne explores the problems of soil erosion.

As population growth and development combine to push increasing numbers of people closer to marginal areas, so environmental catastrophes assume ever greater importance. Such issues are examined by Professor Ron Cooke with reference to urban development in desert areas, and by a team of researchers from the University of Swansea concerned with desertification in the Sahel zone of Sudan.

A second type of hot spot with the Geographical Association, and dear to its heart is teaching itself, and a parallel theme, running through the

whilst secondary pupils' perception of the Third World forms the core of another.

In what promises to be a thought-provoking lecture with which to start the Friday morning, Michael Storm examines the disintegration of consensus about teaching the tropics. The equally controversial topic of value-laden teaching also comes in for close scrutiny in a workshop led by Frances Slater. On a different vein, but no less topical or controversial, Michael Sainsbury examines the positive contribution of staff appraisal in improving classroom performance.

In such a short space, it is an invidious task to attempt a review of the annual conference without erasing from the side of omission. Faithful friends, therefore, such as the Schools and Industry project and CAL, and new ones such as the Teaching China Network and Careers Working Party, must forgive me for not mentioning their contribution to the conference other than in passing.

So, too, must the other lecturers for whom space precludes a mention, and the publishers who have arranged a symposium to allow teachers to meet the authors of current texts. It would be an omission of duty, however, were the Geographical Association not to extend the warmest of welcomes to all participants and delegates to what promises to be a highly topical and hotly debated annual conference.

For further details contact David Green, Honorary Conference Organiser, Department of Geography, King's College, Strand, London WC2R 2LS. (01-836 3454, ext 27212632).

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JOHN MURRAY

Cautionary tale

Christopher Hutton on the state of geography teaching in the USA

Locating places on a series of brightly coloured maps is the average American view of geography - surprisingly, as America's role in world affairs has increased, so the standing of geography in the classroom has declined. Indeed, it has reached the stage where few schools offer it as a separate course. Instead, it has been fragmented and distributed throughout the remainder of the curriculum in a severely diluted form.

This lack of geographic understanding is highlighted not only by teachers within the education system but also by a group of tests which have been carried out in a number of states. "Name the country drained by the Amazon river?" was the question asked in a statewide college test in North Carolina in 1984 and previously in another test in 1950. Alarmingly, those who correctly answered Brazil fell from 75.5 per cent in 1950 to 27 per cent in 1984.

While the educational backwardness of North Carolina cannot be argued to be typical of American states, a national trend of deteriorating geographic knowledge is clearly discernible. Prompted by the results of similar tests elsewhere, two of the country's

professional organizations of geographers and educators have published a series of guidelines for the teaching of the subject in elementary and secondary schools.

The National Council for Geographic Education and the Association of American Geographers have recommended a systematic sequence of learning encompassing five themes. These are an awareness of location on the earth's surface, the physical and human characteristics of areas, the relationship between man and the environment, the movement of people and goods and the concept of regions and the way they change.

For comparison with the present day, reference was made to the results of a nationwide survey carried out by the *New York Times* in December 1950. The results were reported in 1951 under a heading "US Students Plunk In Knowledge of Geography".

Yet standards seem to have declined further in the intervening years. In North Carolina, as recognized in an article in the *New York Times* this year on January 15, present-day students have little knowledge of their own internal geography, least of all that beyond their own borders.

Professor Richard J Kope of the University of North Carolina is quoted as saying: "For a country expected to provide world leadership and whose social matrix is inextricably woven into world affairs, we are amazingly unformed of its geography."

Questions such as "Name the two smallest and the two largest states" were rarely answered correctly. Another question asking the approximate 1980 census population of the USA, with a margin of error of 25 million - by only 8.4 per cent of North Carolina college students. Indeed answers ranged from 100,000 to 20 billion.

Unlike Britain with its national education system, geography is very badly because of America's varying state standards and regulations. Also unlike Britain, geography is not a commonly offered major subject at universities and colleges. Thus few of the teachers entering the humanities have the knowledge to attempt to rectify this deficiency in the traditional American education.

CJ Hutton is an English-trained teacher now working in New York.

People land and weather

People on Earth: Human Geography. By Roger Robinson and Ian Jackson. Longman £4.95, 0-582-33081-5.
Macmillan Geography Series: Understanding Landforms. By Keith Milson. Macmillan Educational £3.75 0 333 27643 4.
Understanding Weather and Climate. By Mike Ferguson and Colin Clark. Macmillan Educational £3.75 0 333 3417 0.
Population and Development. By Chris Wain and Peter Wilby. Macmillan Educational £3.75 0 333 27642 6.

People on Earth is hardly a specialized title, and it reflects well the grand scope of this text for 14 to 16 year-olds. It is offered as a basic course book in human geography, or as a collection of flexible course units. There are four main sections: "Using the Natural Environment", "The Built Environment", "Resources and Economic Activity", and "One World". Each chapter contains features called "Focal Points" in which general concepts are developed beyond the more specific chapter context. There are also Further Study Units, and pupil tasks and questions are littered throughout the text.

If we take the pupil as consumer, it is a confusing book to find your way through. It lacks, in current slogans, coherence and progression, but scores highly on breadth and balance. It may be that it is a slow learner, but it cannot see kids finding the logic of the book easy to master. It took two full readings to get the "feel" of the authors' approach, and neither class rooms nor classrooms allow for such luxury. Flexibility is certainly achieved as claimed, but at the expense of simplicity for the user. Despite a generally realistic language level there are some daunting conceptual leaps for the pupil. For example, before the excellent section on the Asian monsoon effects of an analogy for the unexpected results of change. Some questions make grand leaps too. "Do you know what a million means? We are used to hearing big numbers followed by 'What happens do you think may explain the differences in rates of (population) increase around the world?' Still, it's easy to be petty. On a more important note, geography is probably the major curricular contributor to the development of graphicacy and we look to our teaching materials



"Japan is my country" by Barnes and Cliff Moon is another volume in Wayland's big running, attractive series for top primaries. (£4.95, 0-85078-608-1). In the picture is Mapple's kabuki actor.

and texts to reflect this. *People on Earth* is visually very complex. Data is presented in many and often original forms a welcome feature yet many of the maps are too small especially when tracing tasks are connected to them, and the flow diagrams are excessively complicated in their effort to show relationships comprehensively.

But now the good news. The pupil tasks show a great variety with many open-ended questions, questions with implications for teaching style as they encourage cooperation, discussion and individual research. However, the real appeal and strength of the book lies in its excellent case studies. The use of a wide range of written extracts gives credibility and relevance to the examples, and it is refreshing to find the use of novels as a source of geographical commentary.

If therefore we consider the teacher as consumer, the book has much to offer - interesting pupil tasks and excellent case studies. As many geography teachers are moving away from the "course book" approach towards a more flexible, selective, "lucky dip" usage of textbooks, the *People on Earth* series is a main attraction. The planned follow-up of computer software related to the textbook sounds interesting, though it would be really helpful if it went beyond games and simulations into the realm of data base investigation.

The Macmillan Geography Series consists of five titles for O level/16+ pupils. This works out at about one per cent of the examination course, and the separate titles have a fairly common currency for several of the proposed GCSE syllabuses. Keith Milson's *Understanding Landforms* is in some ways a superbly written of his highly successful A-level text, and concentrates on "process" rather than the identification of landforms. The layout of this book is "user-friendly" and provides a good introduction to geomorphological processes using up-to-date evidence. The analysis of chapter content at the end of the book is a valuable teacher's checklist of work to write, and it is interesting.

The theme of this year's Geographical Association Annual Conference "Hot Spots in Geography" has two parallel threads - changing pressures in the classroom, and the climatic "hot spots" - the tropical lands of the Third World.

There are a variety of local and national pressures which put stress on the school system. A hundred teachers could well name as many different thoughts. Of these, there will always be some that affect us all.

Classroom hot spots can be linked to educational cuts and the restrictions these impose on teachers. I am more interested, however, in the changes and pressures over which we still have some limited influence.

One aspect is the continuing change of structure in the education service and its varying impact on individual schools. There has been growth in the centralized influence on our curriculum. The DES has advised many L.E.A.s and they have passed down, or will be passing down, interpretations to us.

At the chalk face everything seems to be changing - again. Although we always complain that the time allowed for such change is inadequate, there may be more than the usual justification this time.

We are now involved in a sea of course and examination acronyms. GCSE (General Certificate of Secondary Education), CPVE (Certificate of Pre-vocational Education), TVEI (Technical and Vocational Education Initiative), and AS level (Advanced Supplementary) to name but four.

Information is often insufficiently detailed and is slow to reach those who will have to implement change. The Smith educational system, has already had its examination system reorganised. We have started along the same road. Courses will need to be reorganised and resourced, and time is short.

Within many schools, the internal structure is being adapted to "common core" requirements. Most secondary schools are able to say that they have always had a fairly comprehensive common core for all abilities in the 11 to 14 age group. However, between the ages of 14 and 16, students have often had a wide variety of course options, and specialization has been allowed.

Although balance has always been aimed, student courses following three humanities, three sciences or three foreign languages have been possible. If, however, every student has to have a common core until 16, then these possibilities will be restricted or even disappear. If six potential core areas - humanities, sciences, mathematics, languages, aesthetics and practical - are to have equal time, and allow each to end with a GCSE qualification, then options will be greatly reduced. As a number of L.E.A.s resist examination entries to eight subjects, then it may be six core plus two options.

Within this framework, geography usually appears under the banner "Humanities". This banner will certainly include history and may also have economics, business studies, sociology and religious studies. The geographical input to any combined course will therefore vary, but will not dominate. Will the decision on content be based on integrative possibilities alone? What will happen to physical geography in such a "human" context?

As these changes will involve, to varying degrees, all secondary schools, we must project and maintain our enthusiasm for our subject. We must not allow ourselves to choose mediocre mixed schemes, which have little to recommend them except being ready-made and easily accessible. We will have to relate the syllabuses of remaining "pure" optional geography courses to the integrated humanities.

How different should they be? What is important? If we will be teaching everyone up to the age of 16, what are our geographical priorities? How will they differ? Should they differ from what we considered only the "volunteers"?

There have been, and still are, a number of integrated humanities courses taught by the enthusiasts. Most are for the under-14 age group, but a few pioneers have advanced to GCSE and O levels. Their experiences will be valuable to all, but it is their enthusiasm which we most need to copy. Advancing into change reluctantly is no recipe for success. As I say in the Preface to the English Dictionary by Johnson: "Change is not made without inconvenience, even from worse to better."

David Hume

Pressure points

Everything seems to be changing - again writes Pat Cleverley, this year's president of the GA

We must not be guilty of complaining that this change is for the worse, we must make sure that it is for the better.

Apert from the potential changes in the school curriculum structures, another hot spot for the second half of the 1980s will be the task of evaluating the classroom teacher. This may well be imposed from above.

Over the course of my teaching career one of the noticeable changes for me has been the movement from everyone being isolated in her or his classroom box, towards a great deal more interchange and cooperation.

Some teaching strategies have included team teaching, but even without this, we are no longer left to rely on our resources alone. It could partially be explained by the enormous proliferation of information, and department staff cooperating to provide teaching units, but additionally I like to feel that we are all concerned in

raising our standards of teaching. We want to keep up in content and technique and to provide a better learning environment for our students.

Towards the end, the objective of staff appraisal should be to improve performance in the classroom, and I hope that this aspect will be covered in the conference programme.

The academic theme of the conference is about those hot areas which are the Third World. At present their prime place in syllabuses is usually for the 11 to 14 age range and at A level. But it is in the 14 to 16 group that we should find the greatest challenge to our attitudes and values.

Media coverage has increased since the stories of the Ethiopian famine came to television. Their immediate impact poses a challenge to our traditional role of balance and neutrality within the classroom. These aspects of attitudes and values will also be developed.

However in the academic lectures the important thing is the balance between physical and human geography. Each new change within the educational system seems to pose a challenge to the position and place of physical geography. It has always been popular with our students and teachers have resisted innumerable attempts to remove it from exam syllabuses. It is not there as mere background information for human geographers, it is an essential and integral part of our subject.

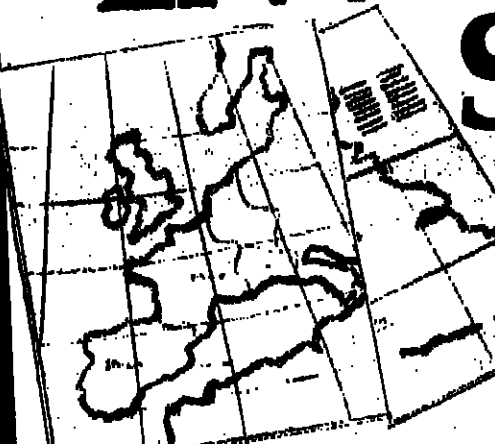
These threads, and others, will come together at the conference and we will return to the summer term renewed for the onslaught and enthused to think of future developments.

Pat Cleverley, of Withywood School, Bristol is president of the Geographical Association 1984-1985.



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ENVIRONMENTAL STUDIES PAGES 313 TO 340



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Micro map

Tony Gray describes a different way of using computers for map work

A map is a transportable, flexible, two-dimensional sheet containing a wealth of information. It is not a graphic on a TV screen. This article describes a software package based on this principle which is designed to help primary-aged children learn and practice map skills. It is called Micro Map and runs on a BBC 'B' microcomputer. The package was developed over a period of nine months by the primary micro project in the education department at Loughborough University.

Maps contain information in a particularly concentrated form, so reading one involves selecting, sifting and interpreting, all of which are higher order reading skills. To employ these higher order skills, children need to understand such concepts as scale, grid references, bearings and so on.

Such skills and concepts are best acquired "in the field" through first-hand experience of a familiar locality. This is not always possible, however, so we decided to design a resource which modelled field-work.

The principle is that the computer holds a model terrain, and each pupil has a paper map of the area to read. In contrast with maps appearing on a TV screen, paper maps can be worked on at a desk, turned to help with orientation, written on to measure angles and distances, mark routes and so on. They can be used as people actually use maps in everyday life. We believed this to be the best use of a computer for map-work and our extensive schools trials demonstrated this to be a very successful approach.

The map itself was designed to give the maximum number of opportunities for learning and extension into other work. And so that teachers could provide every child with a map to measure from, draw on and colour, it was designed to be printed on a standard A4 sheet of paper which could be readily copied.

A scale of 1:10 000 was decided upon, because individual buildings and roads are marked, and this would help children to visualize the place; and the simple ratio makes scale distances relatively easy to manipulate. OS maps of this scale are also in black-and-white (except for brown contour lines), and

the area represented on an A4-sized sheet allowed a sufficient diversity of terrain to enable variety in exercises. However, there was a difficulty. On an OS 1:10 000 map, lines of longitude and latitude appear at 10cm intervals. Very few such lines would appear on an A4-sized map to this scale, so we decided to have lines at 2cm intervals instead. This compromise helped us increase the number and range of questions asked.

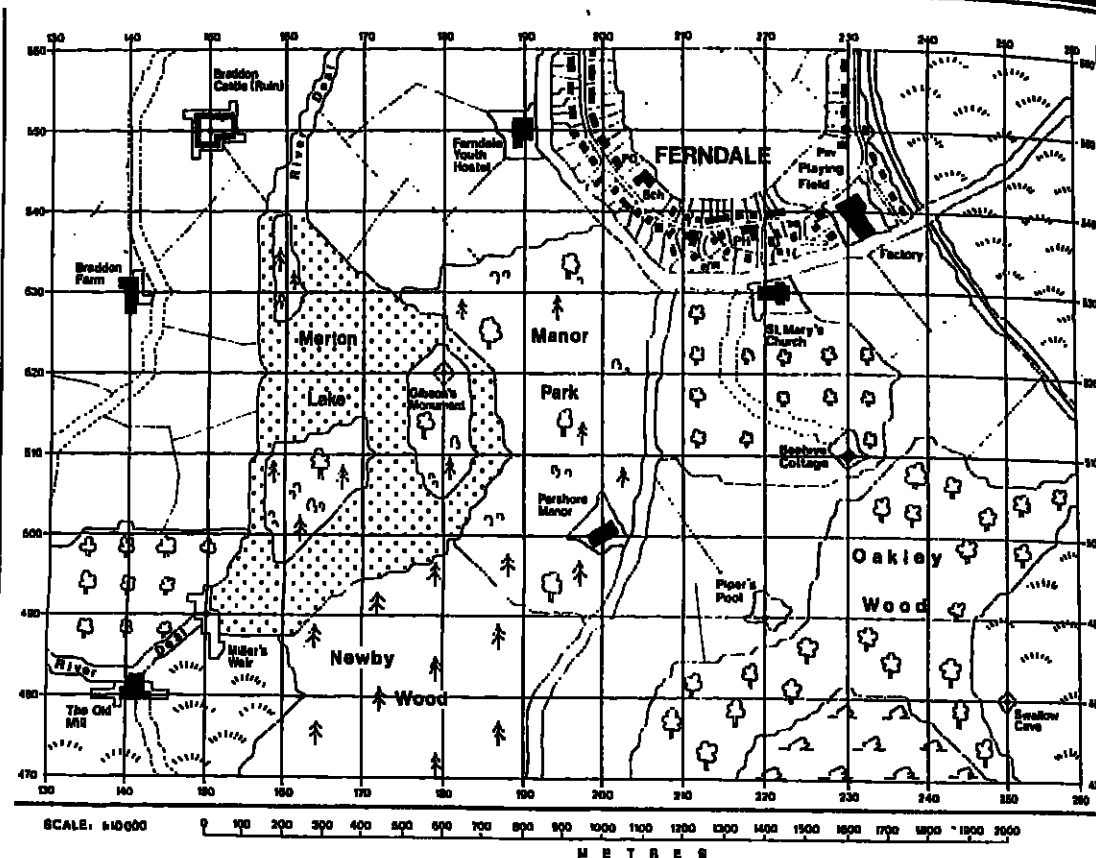
It is open to debate, but our view is that it is the concept that is important. The key feature is knowing that you can refer to points on a map by using a grid reference. Evidence from schools demonstrated that children were helped by the program to acquire this general concept, which they then adapt and apply in other situations; using a town plan or OS map for example.

Several factors determined the content of the map. To start with, the landscape should be plausible and, for educational reasons, contain an unusual variety of terrain in the relatively small area. Map symbols should follow OS conventions and include as many as possible for children to experience.

There would be general places and a few special named places known by the program and which would figure in exercises. Names places would have the intersection of two main grid lines as a central point for measurements of distance or bearing. There should be a maximum of twelve named places for the sake of clarity on the map and in screen layout of the exercises.

Named places should be well distributed about the map to increase variety and interest in questions involving the relationship of places one to another. One of the named places should be positioned in the south-west corner of the map to help early practice of map-work. The program would repeatedly, bearings to other named places always being between 0 and 90 degrees.

There should be places that children could readily associate with (for example, houses, a school, church, factory, castle, youth hostel) as well as places that allowed for speculation - a monument and a cave. Place names should



be "regionally neutral" but evocative of the historical development of a community.

Some of these criteria were designed to enhance the learning of particular map skills. Others were concerned with making Ferndale a living place which can be imagined, written and talked about.

Micro Map 1 exercises involve basic map-work skills. Micro Map 2 exercises develop these into more open-ended or interpretive tasks. Levels of difficulty allow users to tune the work to individual needs. The computer model is able to interpret the map in sufficient detail that bearings are accurate to the nearest degree and scale distances to 2mm on the sheet.

In general, educational programs reveal their true colours when handling incorrect or obscure answers. Clearly, when exercises are open-ended enough to admit several valid answers, there must be several ways of being incorrect. Consequently, we gave a lot of thought to giving positive messages so that the children could learn from their attempts and their mistakes.

Similarly, the design of pages of text was rigorous. Colour, position and repetition of information were used to ensure that children always had relevant information available to help them answer a question. The Micro Map 1 exercises are: grid references, reading the features, scale and distance and points of the compass.

Micro Map 2 involves Which way?

7-11

(body orientation); where are you? interpreting terrain; as the crow flies (interpreting information about 'walks' across Ferndale); bearings; get out of that! (pin-pointing your position using triangulation).

This wide range of exercises gives experience in geographical interpretation from simple to quite complex activities, but what about historical and more general kinds of map interpretation?

Consider this portion of an invented *History of Ferndale*: "Swallow Cave was inhabited by monks, moving from the decadent regime of the larger monastery at Bridgeford. The new buildings were erected in Oak Ley Wood. At the Dissolution, all trace of these buildings was lost, but the stones were used in the building of Beehive Cottage and the re-furbishment of St Mary's Church, thanks be to my master Lord Edward de Savory of Pershore."

"The new stables at Pershore Manor also used these stones. The orchards are the remnants of the monk's farming activities and Piper's Pool was once their fishery." Michael Garland Morris Esquire, Historian of East Suffolk.

Consider these questions: Where might the local football club meet? Which area might be the oldest part of

the village? Which is the most likely place to see an owl? Choose the place you would most like to live. When should the Ferndale rubbish dump be sited?

Twelve worksheets were designed to foster this kind of interpretation and also relate Ferndale to the children's own locality. Teachers readily saw the potential in these ideas and extended them. In drama, one class made a television documentary, a kind of *Down Your Way in Ferndale*. Several teachers used the maps and worksheets together long before the children met the computer exercises.

In conclusion, Micro Map has proven an exceptional resource in helping children acquire map skills and we are convinced that the modelling approach works better than putting a "map" on a screen. At present we are working on a utility which will enable teachers to create their own Micro Map database, thereby allowing the encoding of any map for use with the Micro Map exercises. This will be a boon for field work - explore the area with Micro Map and then actually go there and see the terrain in real life.

1 Contact David Jamieson at Longman Group, Burnt Mill, Harlow, Essex to see the programs on 28 days approval. Telephone 0279-26721.

2 Thanks to Mike Garland, deputy head of Hadleigh Primary School, Suffolk.

Tony Gray is director, Loughborough Primary Micro Project.

Coast and country

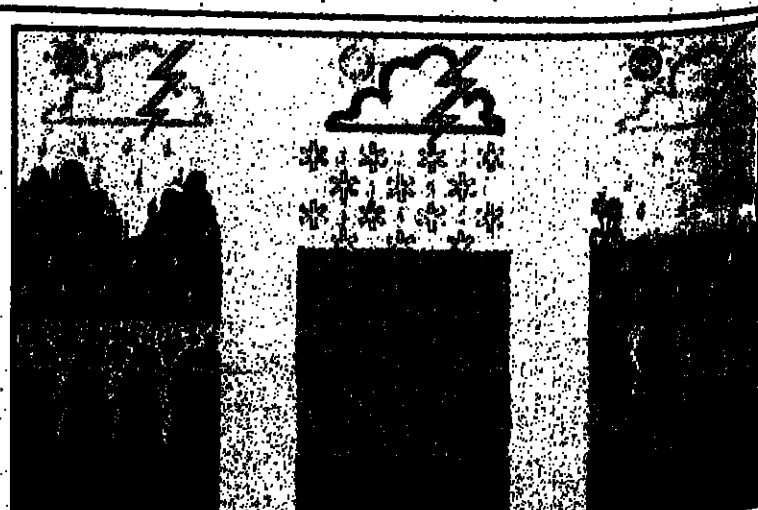
The Nature of the Environment. By Andrew Goudie. Basil Blackwell £22.50. 0 631 13143 4. £7.50. 0 631 13144 2.

Environmental Systems. An Introductory Text. By I. D. White, D. N. Motterhead and S. J. Harrison. Allen and Unwin £30. 004 551064 4. £11.35. 004 551065 2.

Geomorphology. By Richard J. Chorley, Stanley A. Schumm and David E. Suggden. Methuen £17.95. 0 416 32590 4. An Introduction to Coastal Geomorphology. By John Pettkich. Edward Arnold £7.95. 0 7131 6391.

Physical geography is alive, and well! Here are four highly desirable purchases - if only the capitation allowance will stretch that far.

Top recommendation goes to Chorley, Schumm and Suggden for their splendid, new "state of the art" survey of the discipline of geomorphology. This handsome bound volume will prove an indispensable textbook of college level and a definitive work of reference for the sixth form. It has clearly been planned as a teaching aid with "some 170 clearly defined sec-



An exhibition called "Down to Earth" mounted by Leicestershire Museums Service is on tour throughout the country. For details contact (0633 524100). This exhibition is from one of two publications relating to the exhibition.

tion and a profusion of helpful tables, line diagrams, graphs and maps.

John Pettkich, on the other hand, uses the microscope rather than the overview, and his detailed scientific study of coastal landforms will be a welcome addition to the technical literature of coastal geomorphology.

Although *The Nature of the Environment* is called "An Advanced Physical Geography" while *Environmental Systems* is modestly billed "An Introductory Text", their roles will

probably be reversed in the sixth form. Professor Goudie's lucid, approachable and well-illustrated book is an extremely useful yet sufficiently detailed introduction to the subject, well within the compass of most A-level students. *Environmental Systems*, on the other hand, has been designed as a first year Polytechnic text and could be tough going for anyone without a full complement of science O levels.

Philip Sauvain

Telling teacher

New Directions in Geographical Education. Edited by David Boardman. The Falmer Press £14.95. 0 905273 80 X. £7.95. 0 905273 79 6.

The Geography Teacher's Guide to the Classroom. Edited by John Flen, Rodney Gerber and Peter Wilson. Macmillan Education £8.50. 0 333 35680 8.

Evaluation and Assessment in Geography. Edited by Keith Orrell and Patricia Wiegand. The Geographical Association. £4.35. (£2.90 to GA members) 900 39586 9.

Which Geography Book? Having Geography Association Working Party. £2.00. Available from the Tarnworth Centre, Harold Hill, Romford, Essex. Designing and Teaching Integrated Courses. By Michael Williams. The Geographical Association £4.45. (£2.95 to GA members) 900 395850.

Pedagogic studies for geography teachers have always seemed somewhat thicker on the ground than in the other school subjects. Twenty years ago this may have reflected the insecurity of geographers felt about their discipline and its place in the academic canon.

A master in a major school (with an enviable reputation for being in the van of progress) told me then that geography was very popular with the boys who stayed on in the sixth form "for the cricket". Geography teaching has changed much in the period since, as these books make abundantly clear, although the snide attacks still persist - as in *Oxbridge Blues* when the less able brother reckons to have done "bloody well" to get a Third in Geography!

If anything, the acquisition of academic respectability, conferred by what David Boardman calls "the onset of the quantitative revolution and the quest for scientific rigour through spatial analysis", has caused a certain amount of confusion and heart-searching at classroom level. In *New Directions in Geographical Education* he is right to say that in the 1980s "geography is passing through a period of reappraisal, characterized by a concern to ensure that the distinctive qualities of the subject are not lost".

What is the role of regional geography, for instance? For a stimulating beginning try D. S. Biddle's paper on the nature and growth of geography

curricula between 1882 and 1972 in the opening chapter in *New Directions*. What are the "benefits and costs of the quantitative revolution"? What should be the role of mapwork in school? These and many other issues of interest are discussed at length in this invigorating and effective paperback.

As the title suggests, *The Geography Teacher's Guide to the Classroom* is rather more practical in its approach. The fact that it is Australian by provenance should not limit its effectiveness in Britain, since it is readable, well-organized and comprehensive in scope. It will be of particular value to first-time geography teachers seeking a reliable modern handbook to class room practice in the subject. Regrettably, the one drawback to the book's effectiveness as an information tool for the teacher is its inexplicable lack of an index.

The other three titles have rather less comprehensive aims than either of the two general surveys. *Evaluation and Assessment in Geography* is a short and informative collection of papers from the 1982 Leeds Conference on Geographical Education. These are divided into two main sections - (1) Evaluating the Work of the Geography Department and (2) Examinations: the Responsibilities of Teachers and Examiners.

The other Geographical Association publication, *Designing and Teaching Integrated Courses*, rather surprisingly (and somewhat belatedly) comes to the aid of geographers involved in teaching geography in courses entitled Environmental Studies, Social Studies, Humanities and Interdisciplinary Enquiry. Michael Williams has wisely taken a pragmatic approach and drawn on the experiences of a small number of middle and secondary schools. As a result, his monograph is instructive and challenging in the evidence it provides on content, organization, teaching methods and pupil assessment.

Which Geography Book? at the bottom of the pile is modestly priced on A4 paper but worth £2.00 if you want a convenient mixed bag of a hundred book reviews, written by a number of geography teachers. Unfortunately none of the books reviewed is of the most recent vintage, only two are dated later than 1981 and many were first published in the early or middle 1970s.

Philip Sauvain

No right answers

The World Now. By Andrew Reed Bell and Hyman £2.95. 07135 1359 4. Peeding the World. By Nance Lui Pymon. Batsford £6.95. 07134 4264 6.

The African famine has made the question of our failure to use the earth's resources equitably particularly topical. Both these books are for lower secondary level but *The World Now* has a wider scope, and where *Peeding the World* is more of a reader, *The World Now* is a class work book, with exercises and questions for discussion incorporated into the text.

It is divided into 40 topics, each spread over a double page. The first 20 are a kind of consciousness-raising exercise for the children of affluence, about exactly what under development means and what its implications are for the rich and poor areas of the world are made explicit with the aid of photographs, charts and diagrams. The rest of the book deals with the problems of development, and of the distribution and conservation of limited resources.

There are some quite taxing exercises, which require not just analysis and interpretation of maps, graphs and other data, but the ability to think logically and creatively too, as in advising the government of "Project X" how to spend the £15 million available for development. Will you set up a large, computer-controlled set-up of 15 small village workshops? Will the government take you on? Will your scheme be of short or long-term benefit?

There are no right answers; there are no answers provided at all to any of the exercises, as the best thing about these questions is that they're designed to stimulate thought rather than spot

right answers in the text. And in the course of the book the illustrations include maps and photographs from all over the world; a shanty town in Sao Paulo, a commune in China, miracle rice in Pakistan, copper mining in Zambia, fish farming in the Philippines. A recurring image is the "ladder" of development, and there's a development game to push the point home. This is an excellent book with great potential for a variety of uses in the classroom. Some useful mileage can surely be made from the coincidentally pop title of *Peeding the World*. Nance Lui Pymon's text is clear and informative, she discusses different diets and staple foods worldwide, explaining the cultivation and the variety of local preparation of millet, sorghum and cassava as well as the more familiar roots and grains such as maize, rice, corn and rice. She points out that though in the minds of the rich, millet is bird seed and the staple of the poor, cassava is animal feed, nevertheless these cereals are the healthiest and least wasteful than the healthier and less wasteful than the animal products eaten by the affluent, particularly if in addition, as here in Britain, vegetable eating is on the decline.

It is all illustrated by excellent photography, taken in this too, all over the world. Some of the most thought-provoking pictures come from closest to home in the last chapter on controversial issues: cows suspended in trolleys for computer-controlled milking; battery chicken cages; tons of French surplus cauliflower being bulldozed back into the earth.

The logic of both these books is inescapable: the inequality in the world is not acceptable. It's clear how - in the world - it's going to be eliminated.

Jessica Saraga

EXTRA

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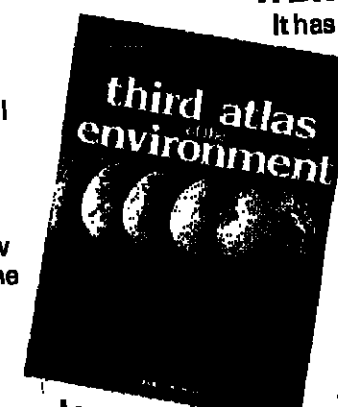
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CENSUS DATA BASE

Nick Battle, Peter Bishop, Andrea Tapsfield & John Westaway

A new data base using 1981 census data for selected cities in Britain.

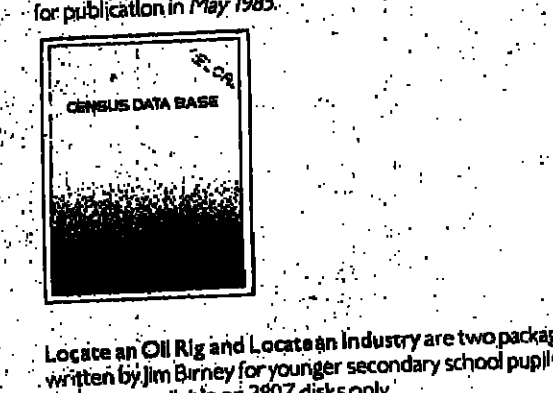
Tourism, Developing Cities, Patterns of Underdevelopment. Network versions (BBC, Econet level 2 and 4802 Network) of these programs are in preparation for publication in May 1985.

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EXTRA

The reluctant convert

Sexist geography? Surely not!
by David Wright

The big problem with articles about sexism is that male chauvinists like me tend not to read them. We tend to be put off both by the strength of the rhetoric and the weakness of the evidence. I am a reluctant convert to the view that sexism is a problem in geography. My conversion comes from analysis of evidence with a group of PGCE geography students. Most of them were male.

We eschewed rhetoric and avoided complex techniques of doubtful validity. Instead, we studied the photographs in 15 recent textbooks—on the basis that most pupils are willing to look at photographs, even if they find the text uninteresting. We studied the photographs which showed a single sex, and analysed what the men were doing and what the women were doing.

The results from one recent book—*Our Landscapes*, A Ayers et al., Longmans—about the UK were as follows: men in the UK play football; drive a tractor; dip sheep; work in a factory; drive a bus; travel on a ferry; forecast the weather; dig a garden; cook; mine; and even herd reindeer! Women in the UK look after the children (twice); go shopping (twice); and walk through an underpass.

This is a good book in many ways—it is colourful, attractive to pupils, and tackles interesting topics. One of the five authors is a woman. Yet girl pupils who look through the book will find nothing to aspire to, other than shopping and motherhood. Both shopping and motherhood are excellent aspirations—but if girls feel that geography is dull and irrelevant to them, the text-book may reinforce their view.

The first book studied is not unusual. The Geography in Focus series (P Webber and N Punnett, Macmillan) has a similar emphasis. In one book, the men in the UK work as shepherds, navigators on ships, and they even go hang-gliding. The women merely carry items.

In another book in the same series, the UK men sell cattle and work in a foundry; the women go shopping and carry a child. And in a third book in the same series, a girl merely gets off a bus, while two photographs show males

working in a factory. In the same series, the men in the UK work as shepherds, navigators on ships, and they even go hang-gliding. The women merely carry items.

We looked at three books on physical geography. In *Useful Materials from the Earth* by M. Atherton and R. Robinson (Hodder) it was not surprising to find that most pictures showed only men, since mining and quarrying are very male-dominated occupations. But every single picture in the first 70 pages of an 80-page book omits women completely! All the 10 activities shown show only men; nine of the 10 cartoon characters are men; the only two women shown in the book are confined to the last 10 pages and are shown doing nothing.

Yet the men cut peat, mine coal, check rock samples obtained from drilling, drive a lorry, drive a combine harvester, plough, spray crops, drill crops and load fertilizer.

Landforms by Galbraith and Wiegand (OUP) has an almost unequally balanced ratio of male to female photographs (nine male to two female). But at least both photographs of women come in the first 20 pages, and the women are doing something useful. Their work is relevant to the topic of the book: one woman is a geologist, the other recording earthquakes with a seismograph. Thus the overall message of Galbraith and Wiegand is less male-dominated than Atherton and Robinson.

Incidentally, we noticed that the seismograph-reader reappears in Janet Platt's *Natural Hazards* (Macdonald), though not in colour. I refuse to believe that there are only two pictures of skilled, active females for publishers to use!

But there are other weaknesses in *Landforms* when analysed for sexism. It is a great pity that all four of the interesting photographs of pupils undertaking experiments in laboratories show only boys. And males get all the other active roles: skiing; riding on a camel; rescuing people by boat; and even decorking champagne!

And never a photograph of men and women together. In this book or in *Useful Materials from the Earth*,

although both books look modern, colourful and attractive. The other physical geography text-book we looked at was *Physical Geography and Man* by P Webber and N Punnett (Macmillan). It certainly lives up to its title: "Man". There are eight photos of men only, but only one of a woman and one of both sexes together. The men forecast the weather; cross a glacier; build houses; drive an excavator; farm. The women live in a refugee camp. Clearly it is a man's world in the physical geography books.

This generally negative picture of women is not inevitable: surprisingly, the books in our study which had the most satisfactory balance of photographs concerned the developing world—where it might be thought that the problems of getting photographs of active women might be greater.

Tourism by P Prosser (Nelson) is an interesting contrast to most of the

other books that we looked at, in that there are as many photographs of women as of men (seven of each). Women wash pots (admittedly not a message of emancipation!); build a school; sell souvenirs; weave baskets; and work as a representative for a travel company. The last person is a black Englishwoman—so perhaps this is both an anti-sexist and an anti-racist message at last!

Another fairly balanced treatment of the sexes comes in *A Sense of Place 2: Places, Resources and People* by Rex Beddis (OUP). Approximately half of this 128-page book concerns developing countries, and in this part there are 15 photographs of men only; 12 of women; and nine with both sexes.

The women in these photographs take as active a role as the men—for example, they make jewellery as well as, predictably, picking and sorting tea. In the other half of the book, dealing with the developed world,

women are also depicted in active roles: working with microelectronics, for instance.

Of all the books we analysed, this is the most prolifically illustrated, having 63 photographs with people. As well as being an attractive book, it seems that an effort has been made to present a sound and balanced view of the world which both sexes share and contribute to.

This article has deliberately used reasonably objective data that can be checked. A similar analysis could be undertaken at any in-service conference. The overall ratio, in the 15 books we studied, of three photographs of men alone to one photograph of women alone is not the most important finding. Half the books we looked at had a ratio of 5:1 or worse—and this is more serious.

But even more important than this is the question of whether the book or books in use with a particular class of

pupils show women in active, creative, challenging roles, or not. In any case, they do not. This seems to be an unsatisfactory message to offer to girl pupils, and also a deficient view of the real world.

It is high time that books showed a more balanced view of the world. And it is a priority that we teachers should discuss this subject more. Reviews could also be more astute in assessing the balance of the world view put over in books they assess.

Nevertheless, we should not be too discouraged. Geography has the major asset that pupils in most schools do not think of it as a "boys' subject" or a "girls' subject", and entries for examinations at 16-plus show a fair balance of the sexes.

Nor should we get too over-sensitive about the issue. My wife claims that she became a geographer because geography dealt with active, challenging topics about the real world—one for the girls. It had something to offer both boys and tomboys—whereas in history the girls always got pushed into studies of costume and cooking!

But it would be better pedagogy and better geography to have women in the photographs and in the text of geography books.

David R Wright is a lecturer in education at the University of East Anglia.

EXTRA

As others see us

A view of geography from HMI reports on secondary schools by
Richard Daugherty

For some two years now, Her Majesty's Inspectors' reports on schools have been available to any interested member of the public.

Middle-class parents, exercising their "right to choose", applicants for teaching posts at schools thus laid bare, and local newspaper editors eager for news of graffiti in school toilets all have cause to thank Sir Keith Joseph for his decision to publish.

But it is not only those interested in a particular institution who can gain from browsing through the reports. Although the HMIs' light sampling of schools gives us a series of snapshots rather than a complete view, how else can a detailed picture of what is happening across the country be obtained?

That picture is inevitably a product of HMIs' selective perceptions and is seen through the filter of the cautious, qualified prose in which they specialise. Fortunately, the reports are printed with ample space between the lines to contemplate when searching

for the meaning of statements such as "the scheme of work is in transition".

What then is the view of geography in English secondary schools which emerges from the scanning of HMI reports?

First, the good news. When describing the staff of geography departments, words such as "competent", "well-qualified" and "enthusiastic" are common. In almost all cases the subject is taught mostly by qualified specialists and the description of one department as "well-organized, internally cooperative and committed" is typical. Whatever the frustrations of coping with growing pressures at a time of declining resources, geography staff have clearly presented a positive face to the visiting inspectors.

The allocation of staff to different aspects of the department's work is usually commended, although there are still schools where senior specialists have little contact with younger or less able pupils. In one report, the comment "It is unfortunate that the

head of department teaches almost entirely in the upper school" is followed by a damning account of lower school geography as overconcerned with factual content, with lessons characterized by lengthy exposition taking place in a room which, with torn blinds and shabby furniture, is described as "desolate". Staffing allocation is thus identified as a symptom of, and an influence on, departmental priorities.

In general, geography teachers are judged to be making the best of accommodation, equipment and materials which are not always adequate, such as three huddled classrooms in which it is "impossible for teachers to create an informative and stimulating learning environment". The HMI report could be an ally in making a case for better provision.

Heads of department awaiting inspection and anticipating a possible silver lining in that respect should make sure that all pupils studying



HMI reports describe the geography department staff as competent, well qualified and enthusiastic.

geography have equal access to specialist facilities. Unequal access is a common cause for criticism in the reports.

Departments are frequently complimented on their use of audio-visual aids and the quality of room displays. The latter credit is usually qualified by "at the time of the inspection". In spite of claims to the contrary by Esherford and Worcester's chief educational thinker, Dr Muffet, HMIs were not born yesterday.

Book provision is often found wanting. As one report puts it, "books are generally in short supply and some of them are in poor condition; as a result, book sharing is common in all classes and only rarely have books been taken home". There are many similar examples of the effects of cuts in capitation on quality of provision, a relationship which the politicians responsible are so reluctant to accept.

When it comes to the aims and content of geography courses, the pattern is more variable. Surprisingly little is said about the schools' choices of content and objectives, although some of the asides—such as the need to include study of industries employing girls as well as traditional heavy industries—are interesting.

In the main, HMI comment is on the approach to curriculum planning. One school could seemingly be a model for us all: "An excellent scheme of work which not only states the aims and content of the course, but also attempts to distinguish the major skills and ideas to be taught while making sensible references to relevant resources and methods of assessment."

At the other extreme, another school's scheme for the first three years is expressed only in terms of aims and content. What the HMIs would hope for is clear: "The department could with profit examine the degree of continuity between topics in the lower school with a view to producing an orderly introduction of geographical ideas and skills which may be progressively extended by work in the senior school."

Where lower school geographical work is organized through integrated studies, there are also contrasts in the quality of curriculum planning. One humanities course is criticized as lacking coherence, being predominantly historical in perspective, and unduly concerned with transmission of information. Before the clichéd critic of integration sits back with comforting prejudices confirmed, he should turn to another report which praises the school's social science course in several respects, including the judgement that it offers a satisfactory foundation for geography (and history) in later years.

In those later years, the influence of the Avery Hill (Geography for the Young School Leaver) Project is much in evidence. Its effect on teaching styles is commented on and the filtering down of GYSL-initiated curriculum development into the first three years is recognized. Yet, while there are many schools in which 1970s-style curriculum thinking is well established, there are still some where courses are stated wholly in terms of topics, with "no reference to skills, concepts, resources or methods of assessing progress". (Or to values and attitudes?)

It is from the classroom that a more consistent theme echoes through the HMI reports. In one school, it is said there are "few opportunities for pupils to discuss issues or to research topics on their own or in groups". In another, "pupils are given insufficient opportunity to gain confidence in talking through situations or in organizing their thoughts in writing". In yet another, "too often the tasks were undemanding and only involved copying from the worksheet, textbook or blackboard". For A level students in one school, "the writing of notes is an end in itself and they place greater reliance on memory and imitation than on thought".

The thread running through many, even the majority, of the descriptions of geography classrooms is summed up in a sentence from one "Classroom": teaching tends to be didactic, leaving

continued

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EXTRA

As others see us

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pupils to perform a somewhat passive role devoted mainly to accumulating and recording information.

The tension between calls for more active learning and the perceived demands of external examinations is sometimes acknowledged but the direction of change which H.M.s would like to see is clear: "Urgent consideration should be given to varying the teaching method to engage the attention of pupils of all abilities. Insufficient opportunities exist for pupils to be responsible for and involved in the process of learning.

A diagnosis and cure from perceptive, constructive observers of the classroom scene? Or a typical example of the trendy, progressive ideas to be expected from a group whom Dr. Muffet has characterized as products of the educational philosophy of the late 1960s and early 1970s? When commenting on deteriorating book stocks or the qualifications of teaching staff, H.M.s can aspire to objectivity. When it comes to the most vital area of all—the experiences of young people in classrooms—their values and priorities necessarily show through, giving the reports an "edge" which is otherwise lacking.

The dominant impression gained from the reports as a whole is of the diversity of provision and practice in schools. In one report, there is a glimpse of the incompetent teacher so beloved of politicians intent on denigrating state education — "lessons and work are unacceptably poor". In another, the cracks in resource provision which those same politicians would prefer to conceal are described. In one school, there is a sense of inertia — "if staff develop a greater awareness of the changing nature of the subject". In another, grassroots innovation (so little valued in an era of centralist tendencies) such as a new practical geography scheme for lower-ability third years, is generously praised.

Slifting through the information, qualified praise and guarded criticism, it is possible to blend the snapshots of schools into a recognizable picture of contemporary geography in the late 1980s. Resources are strained, staff are active and committed, pupils less so. Though there are signs of "curricular reorganization" limiting numbers opting for the subject, it remains part of the *de facto* core curriculum in the early years and a popular option thereafter.

Richard Daugherty is lecturer in Education, University College, Swansea.

Is the world facing a food crisis, now or in the future — and if so why? Three competing theories are battling it out over the answers, and there is little prospect of a clear victory for any one of them. The average teacher, and the average pupil, must be thoroughly confused.

Until the mid 1970s the Malthusian school held sway. They held that the world is running into a food crisis as population growth pushes up against the limits of land resources. Their hand has been strengthened in recent years by support from environmentalists like Lester Brown and his Worldwatch Institute.

Opposing these views strongly is the leftist camp, exemplified by Oxfam's "Hungry for Change" campaign and people like Frances Moore Lappe and Susan George. They hold aloft the banner that international and national inequalities are the root of the problem, and population worries are essentially an irrelevance, indeed a diversion from these fundamental social issues.

President Reagan and the New Right, somewhat surprisingly, concur with the left in claiming that population is not a problem in itself. Food shortages are due more than anything else to government controls over food prices. If prices were left to find their own levels, food supply would rise to balance demand.

All three positions are closely tied to political stances which we might call red (left), blue (right) and green. Hence the marked polarization of views and mutual denunciations.

The uncomfortable fact — or perhaps it is a comforting aid to perplexed spectators of the debate — is that all three positions are partly correct: they become false, primarily, whenever they begin to denounce and exclude each other. A balanced view of the world food problem must include them all.

Inequalities within each country are of central importance. In Latin America, for example, the top 8 per cent of farms occupy a staggering 80 per cent of the total land area. A number of surveys have shown that large holdings, keep as many as five out of every six families idle. Large landowners are more concerned with maximizing the return on capital and the productivity of labour.

Smallholders have the greatest incentive to squeeze the maximum yield from every square metre of their land. Hence land reform is crucial not only for social reasons: it would also increase food output. A recent six country survey by the International Labour Office calculated that, if land were



Inequality: landless labourers in North East Brazil where land reform could boost food output by 80 per cent

The world food problem population growth — or inequality?

by Paul Harrison

equally distributed among all agricultural families, food production would rise by anything between 10 per cent (in Pakistan) and 80 per cent (in North East Brazil).

Inequality in landholding has other negative effects. Smallholders have fewer surplus funds to invest in better technology, and weaker political muscle to get their share of government services such as fertilizers, seeds, credit, extension advice. Hence they are artificially trapped by the socio-political system, at a lower level of productivity.

Inequality also speeds up the degradation of the environment, as large holdings in places like Central America or Kenya occupy prime level land and smallholders are forced to cultivate more and more marginal, sloping

or semi-arid land, without funds or expertise for appropriate technologies such as terracing, windbelts, or agroforestry.

Two more dimensions of inequality depress food production: urban-rural inequalities starve the rural sector of badly needed funds, while male-female inequalities lead to the neglect of key aspects of production in which women specialize, such as subsistence food production, small livestock, or food storage.

International inequalities, in my view, are less central. Cash crops are not necessarily the bad thing that the "red" school would have us believe: it is inequality that makes them so. For example, a great deal of stick is given to apparent absurdities such as malnourished African countries growing strawberries or asparagus for export. Yet such luxury items can fetch very high prices out of season. If a farmer can earn more from these — or any other cash crops — than the value of the food crop he would otherwise grow, then he and his country will be net gainers.

Cash crops become destructive where farmers are forced to grow them for unattractive prices, for example to pay taxes, or where governments pocket the lion's share of the foreign exchange earnings to finance urban investments, or where large landowners earn the profits and pay labourers pence. Where landholdings are egalitarian, and government purchases prices fair (as for example, in the Ivory Coast) then cash crops of carefully chosen kinds can make good sense. In other words, if *national* inequalities are ironed out, international inequalities become far less significant.

The "blue" school, surprisingly, provides extra support for the equality argument. Farm prices are often kept artificially low, especially in Africa, to provide cheap food for the cities or foreign exchange for governments to buy imports of machinery for industry. Controlled low prices are, in fact, a result (and a cause) of urban-rural inequalities. Free farm prices would not only boost food production, but reduce rural poverty.

The fact that inequality is such a crucial factor, however, does not in itself prove that population growth is unimportant. Indeed, rapid population growth can increase inequality in landholding, as smallholders get subdivided by inheritance, until they fall below the subsistence size, forcing owners to seek extra work, or sell up. Smallholders with larger families have less surplus food for sale, and therefore less cash for investment.

For any given level of inequality or productivity, population growth acts as a pressure on farmers to cultivate more land, and more marginal land. In

the same way, for any given level of stove technology or use of alternative fuels, population growth means higher demand for fuelwood and more pressure on the stock of trees.

Finally, there is new evidence that there are outer limits on food production imposed by land resources and climate. The world as a whole is extremely unlikely, on present trends, to face a Malthusian clash between the same way, for any given level of stove technology or use of alternative fuels, population growth means higher demand for fuelwood and more pressure on the stock of trees.



Population pressure has created patchy holdings in Sri Lanka below subsistence size

food production and population. The world can easily feed itself now and probably always will be able to. But this is only a theoretical capacity. In practice, the world is not a unitary welfare state and does not feed itself. America's vast potential, surpluses are largely wasted, or suppressed, within America, while Africa starves. It is individual countries that have to feed their own populations, either from home production or from imports paid for with foreign exchange.

A recent Food and Agriculture Organization survey (*Land, Food and People*, FAO, Rome, from HMSO) showed that by the year 2000 there will be no less than 64 countries unable to feed their expected populations using subsistence methods, even if they farmed every cultivable hectare to grow nothing but basic food crops. Nineteen of these countries will be unable to feed their populations even if they manage to reach high Western levels of farming.

On the land that will be actually cultivated by the year 2025, Africa will be able to feed only 40 per cent of population in that year using subsistence methods — and even this result implies the felling of vast areas of Congo rainforest to grow food for the populations of the Sahel, southern and eastern Africa.

The world food problem continued

Reduced population growth can only help. Africa, for example, will need to import 59 per cent of its food needs in 2025 if it remains at the subsistence level (as it will, if the trends of the past 15 years continue) and if it reaches the UN's medium population projection of 1.539 billion. It could lower birth rates enough to achieve the UN low projection of 1.109 billion, it would need to import only 42 per cent of its food needs.

The weakest countries will need to adopt a wide range of strategies if they are to cope: they will need land reform, free farm prices. They will need sources of foreign exchange for imports, and foreign aid and trade concessions to help them in this. But they will also need programmes aimed at reducing birth rates, from wider availability of contraceptives, to better education and health services and improved status for women.

Any problem country that opts for simplistic solutions, and deals only with its population growth, or only with its social inequalities, will not succeed in solving its food problems. Northernners who push simplistic solutions are doing a disservice to developing countries, as well as oversimplifying the facts.

Paul Harrison is author of *Inside the Third World* (Penguin £4.95), and *The Third World Tomorrow* (Penguin £2.98).

Indebted

The Penguin Dictionary of Physical Geography, by John Whitton. 446 pp. 0 19 1256 1. £4.95. 0 14051 094 X.

The advent of the quantitative revolution in geography and the reactions and responses which it has stimulated, have created a new technical vocabulary every bit as daunting as that which confounded many students of physical geography in the past. As a result, a few students, particularly those coupling the study of geography with the subjects, often complain that the vocabulary, style and terminology employed by the "new geographers" blocks rather than promotes understanding and makes opaque what ought to be translucent.

Whitton and Penguin Reference Books have put all such serious students of the subject in their debt, by combining the terminology of the quantitative revolution and defining both in one large and comprehensive dictionary of physical geography. As a result, a definition of a feature such as "topolith" nestles against one explaining what is meant by a "Lorenz curve", "abscissa" follows "abrasion platform" and the formula used to calculate the product-moment coefficient of correlation shares the same page as "profile" and "pro-glacial lake".

Unlike many comparable technical dictionaries, this one is sufficiently detailed to provide satisfying rather than tantalizing definitions of most of the terms the average student will encounter at Advanced level and beyond. The scope of the dictionary can be judged from its length (592 pages), the number of entries (over 3,000) and the fact that "most of the terms have been meticulously cross-referenced to related terms in order to help the reader achieve a greater understanding". The style is clear and succinct, and I found that all the definitions I sampled were well within the compass of the typical sixth former.

A companion *Dictionary of Human Geography* has been designed to complement this volume and both dictionaries have been "planned along similar lines, so that their formats are broadly comparable".

Two editions of *The Penguin Dictionary of Physical Geography* are available, with the expensive hardback edition set in a slightly larger typeface on much better paper. As a result the text and the maps, diagrams and graphs within the dictionary are appreciably blacker and clearer and make this the better buy for the library, despite its greater cost.

Philip Sauvain

EXTRA

Climates and colonialism

Geography teaching and the tropics

by Michael Storm

Until the 1960s, an essentially descriptive school geography categorized tropical lands using environmental indicators such as "natural vegetation", rainfall regimes, and the like.

Then came the emergence of a school version of "welfare geography", in which figures for GNP per head, infant mortality and calorie intake tended to displace environmental criteria for regionalizing the world. Pupils no longer studied "savanna grasslands", but "developing countries". Explanations of the world's welfare map rested heavily on a pathological view of tropical environments with their unrelenting rainfall, infertile leached soils and animal protein supply problems. To these were added allegedly unhelpful demographic circumstances: rapid population growth, pressure on resources.

Whereas earlier generations still possess faint fading images of schematic world climate and vegetation zones, today's young adults will surely find the ubiquitous "population pyramids" instantly evocative of school geography. In teaching about tropical societies and environments, geographers appear to agree that the starting point for study should be some sort of map of welfare levels and that mere description will no longer suffice. Analysis, or diagnosis, must be attempted, in the third year as well as the sixth.

It is at this point that consensus can be seen to be disintegrating. Increasingly, the range of explanations customarily presented in school geography for the association of low latitudes with low welfare levels is seen as culpably inadequate, seriously limiting the subject's claim to help young people to understand the contemporary world.

Many teachers would want to locate explanations for poverty squarely in the "developed" western capitalist countries whose past colonialism and current neo-colonialism have systematically impoverished the rest of the globe. The process is to be shown as not only robbing the "Third World", but also creating the entire basis for the industrialization and affluence of the developed world. Authority for this model derives from writers such as Andre Gunder Frank: "The development of metropolitan powers pillaged the peoples in these political and economic colonies of capital which they used to industrialize their own economies."

This radical shift in geography's explanatory framework means that not only is the generalized poverty of tropical countries attributed to past and present iniquitous trading practices, specific phenomena are similarly treated. Thus, lack of industrial development is caused by western tariff barriers against Third World manufactures; runaway urbanization is caused by the displacement of rural population by the take-over of lands by multinational companies producing export crops; the current Ethiopian famine is due to a combination of land alienation for coffee cultivation and the political priority given to destabilizing that country's revolutionary regime. Teachers who invoke other factors such as environmental constraints, demographic pressures or internal mismanagement are — willingly or otherwise — acting as the agents of international capital.

Perhaps we can discern not so much a disintegrating consensus as an emergent one. Thus, an aim of the Schools Council World Studies project is that pupils should learn about "Europe's role in creating and maintaining inequality between the countries of the North and those of the poor South". Recent primary school guidelines suggest that children should recognize, and understand fundamental injustices in North-South relationships — "injustices which have caused the poverty experienced and suffered by the people in the South".

The linked notions of inequality, development of underdevelopment, were undoubtedly under-represented in geography teaching materials; they should certainly figure in any analysis developed by the teacher. Earlier versions of welfare geography have

been rightly criticized for a too complete reliance on environmental determinism. It would, however, be unfortunate if we replaced one umbrella explanation by an equally monocausal approach in which all observed problems in all parts of the globe are explained entirely in terms of the past and present commercial activities of a particular group of countries.

As I see it, the principal hazard is a failure to recognize that we are moving into an area of debate. The debate is as old as the process of expansion itself. Marx considered the role of capitalism in pre-capitalist countries as progressive and welcomed its extension to non-European countries. The English liberal economist Hobson forecast the migration of all manufacturing industry to low-cost colonial locations. Lenin saw a link between overseas investment and imperialism, a view challenged by historians such as Mommensen and Fieldhouse on the grounds that no direct correlation between such investment and territorial expansion can be demonstrated.

Ironically radical analysts of an earlier era were often concerned to establish that colonialism, far from being vital to British prosperity, was in fact debilitating. Leonard Barnes, for instance, was at pains to point out to his Left Book Club readers (1939) that scarcely 2 per cent of British industrial output was absorbed by colonial trade and that "if the investment yield from all the dependent Empire were suddenly cut off, our position would be like that of a man whose income was reduced from £400 to £396 a year".

It is easy to find a whole spectrum of contemporary geographers, economists and historians who would not subscribe to the simplified dependency model increasingly taken as a "given" in the geography teacher's approach to North-South relationships.

Chisholm's 1982 *Modern World Development* claims that "available evidence does not support the contention of Frank and others that there is a net transfer of funds from the poorer to the richer countries". Warren, in his 1980 reconstruction of the original Marxist position, argues that "the forcible and

rapid integration of the colonial countries into the world market by the imperial countries could not be regarded as economically retrogressive" and that "the more trade or investment dependent they are the more prosperous they tend to be".

The historian A. J. P. Taylor wryly concludes his assessment of British imperialism thus: "The British thought that they were discharging a mission of civilization. Their real mission was to extract profit for themselves, and it is



not certain that they managed to do even that successfully."

Failure to recognize the existence of the debate is already generating some confusion. A 1983 textbook tells pupils that "we can stay rich only if people in poor countries stay poor". This is a summary of the dependency model, i.e. trade is inherently exploitative, a zero sum game.

Yet on the preceding page, the pupil reads: "In the long term, everyone would benefit if the poor countries became richer. There would be more people to sell goods to." This is a summary of the opposite view, of growth. Both views have their advocates. Would it not be more helpful to present the opposing arguments separately, rather than a muddled amalgamation of both?

Just as geographers seem to be zealously rushing into content areas where economists fear to tread, so our espousal of objectives in the realm of "values and attitudes" could perhaps use the advice of philosophy graduates.

A group of Birmingham geographers have recently produced an excellent book called *People before Places*. They list their values. The first is: "Other people's systems of values and consequent attitudes should be treated with the same seriousness and concern as our own". The sixth is: "Inequality is created and sustained by human systems."

Could there not be a tension here? What about the many geographers who would want to argue that unequal environmental endowments must at least be taken into account? Mead has recently reminded us of the persistence of regional imbalances in affluent Sweden, even though "few countries have laboured so diligently over the last 20 years to correct the inequalities that are written into their geographies".

We may see the impact of Europe on the tropical world as broadly constructive, as uniquely stimulating, as fundamentally predatory. But it cannot be right to present any viewpoint as axiomatic. All must necessarily be speculative, involving as they do the envisaging of an alternative 500 years of world history. In teaching the tropics, we certainly need to maintain the welfare focus and broaden the range of "diagnoses" introduced. Our priority should then be to devise workable ways of introducing pupils to debate (who gains, who loses, from tourism in the Caribbean? From agrarian change in Bangladesh? From free trade zones in Sri Lanka?).

We would be doing pupils a disservice if we attempted to disguise from them the deep disagreements that exist in the adult world about the causes of, and solutions for, underdevelopment. Disagreements that are most acute within the tropical countries themselves.

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Riches from local rags

The value of local newspapers
by David Leat

Every Monday morning I cut gaping holes in two weekly papers. The resulting cuttings are then filed away in folders stuck to the wall, which are labelled with headings such as Traffic, Tourism, Planning and Shops. While not an act of worship it is a salutary process which always gets me thinking. I give me a lot of ideas, some of which are translated into action, and it keeps me up to date with what is happening locally.

I believe in a brand of geography that is relevant to the needs of pupils. It should interest them in what is happening outside the classroom, it should widen their experiences of the world and help them to make sense of it. Critically, geography should encourage its customers to play a part in shaping their environment, as adolescents and later as adults. Local newspapers are invaluable, in a number of ways, in putting this into practice. To demonstrate this I cut my net a little wider and looked at three issues of local papers from four areas in the south of England. The table shows the number of articles relating to matters which can broadly be defined as geographical. You can use this table, or one of your own construction, as a yardstick against which you can compare what you teach.

Planning, traffic and transport, welfare issues, amenity recreation and tourism and finally retailing are the topics that dominate these local papers. The range of issues and number of articles reflects the characteristics of an area, hence the popularity of agriculture in the Cotswold Journal and housing in South London. Papers from the North and Midlands might include a greater number of articles about employment and its black shadow, unemployment.

So the question arises, do these subjects figure prominently in what you teach, and if you do is it in a similar context to that reported in the local press? I believe that they should, because they are the issues that are causing concern and raising hackles in most of Britain. They are issues that affect the lives of parents and pupils. When a pupil is finished with geography at 16 he should be able to read the local paper and say "I know why that is happening", or "that reminds me of..." or "that should not happen, it's diabolical".

As an adult he should know roughly what happens when Tesco moves to build a superstore in his neighbourhood and what chance he has to give his views. He needs to know how to get planning permission to extend his house and even why planning permission is necessary. If we expect pupils to take seriously the claim that we are educating them for life, and not just training them for a jump examination hurdle, then geography lessons must confront the issues that they will rub up against.

The second guideline in local papers is information. Given a pre-disposition to use your locality as a major resource you can learn a lot from the papers. From the *Weston Mercury* you could glean the news of the Tesco Superstore being built in Weston-super-Mare; from the *South London Press* you could learn of the redevelopment of the Greenland Dock complex in Rotherhithe; the *Cotswold Journal* has a report of a meeting called to discuss housing problems in rural villages as part of the overall problem of rural decline.

Not only does it outline some main issues and some possible, if controversial, solutions, it also mentions the names of several people who spoke at the meeting. Remembering that people are valuable resources, they could be approached for further information, or to come into the school to be "used".

A third role for your local newspaper is providing cuttings that can be used as a resource. Pieces often contain useful summaries of information that are not too detailed because they are intended for easy digestion. The cutting can, therefore, be used directly because it is likely to make more of an impact that a revised version and can make a good start to a lesson. (It is wise to check with the paper before repro-



ducing cuttings - this contact may develop into a very useful relationship. The *Weston Mercury* contained a highly readable editorial about the future of Weston's shopping centre. A personalized view of the essential ingredients of success and failure in retailing it may be, but it would keep a lesson going for longer than most textbooks because of its immediacy for anyone knowing Weston.

Newspapers have always been fond of quoting people - it sells newspapers and adds spice. This has the double advantage in that different views of the same issue are voiced and that there is a clear demonstration that it is something that matters to local people and about which your pupils may be expected to have an opinion.

The *Bath and West Evening Chronicle* carried a story about homelessness in the city. Apart from outlining the problem and action being taken, it quotes a housing worker and two single men describing their feelings as homeless people rather than statistics. Clearly there is a wealth of material waiting to be used which would help

not only in the elusive goal of developing language skills, but also for developing behavioural and humanistic approaches.

Some words of caution are necessary. You have to be aware of editorial bias and the development in pupils a critical view of information. It is of immense value too if you give a grounding in understanding how people make decisions.

My advice is, if you do not already read your local paper, start buying it and when you have looked at it, do not just throw it away. Cutting out everything geographical is a useful exercise, at an in-service meeting, or challenging the sixth form and even yourself to consider the relevance of what you are offering. There may be no mentions of Christaller, Von Thune, Weber and the rest, but if they have a place at all it is surely when students have a strong grasp of practice and reality. The lofty planes of abstraction and theory can only come after.

David Leat is a geography specialist at Nether Swell Manor Field Studies Centre, Gloucestershire.

	Cotswold Journal	Bath & West Evening Chronicle	Weston Mercury	South London Press	Total
Planning	3	1	10	4	18
New Houses	3	1	6	0	10
Planning Applications	3	0	6	0	9
Development Proposals	0	0	1	0	1
Planning Policy	0	0	1	0	1
Welfare, Education, Housing	0	0	1	0	1
Hospitals	0	0	1	0	1
Health Services	8	0	6	2	16
Service Cuts	1	0	6	0	7
Housing/Homelessness	1	3	0	0	4
Education	3	3	2	0	8
Transport	2	0	6	1	9
Parking	2	0	2	0	4
Traffic/Roads	0	3	2	0	5
Public Transport	1	1	0	0	2
Industry	1	1	0	0	2
Employment	1	2	6	1	10
Unemployment	1	1	2	0	4
New Factories	1	2	2	0	5
Retailing	1	1	0	0	2
Shops/Shopping	1	0	7	0	8
Street Markets	2	1	0	0	3
Agriculture	12	0	1	0	13
Farming	12	0	1	0	13
Rural Issues	1	0	2	0	3
Nature Conservation	1	2	2	0	5
Access/Footpaths	1	2	0	0	3
Landscapes/Amenity	8	0	0	0	8
Rural Decline	2	0	0	0	2
Others	2	0	2	0	4
Energy	2	0	2	0	4
Electricity	2	0	2	0	4
Flooding	2	0	0	0	2
Multimedia	0	0	0	2	2
	67	31	60	26	179

A European dimension

by R D Croft

The public apathy towards last year's European Parliamentary Elections would suggest that a considerable percentage of the British electorate share the sentiments of Senator Schull of Minnesota, who is reputed to have said in 1935, "To hell with Europe". Dilution with the EEC seems to have replaced the optimism felt at the time of Britain's admission to the Common Market in 1973.

During those heady days, subjects such as European Studies and French Studies began to feature in the curriculum provided by many schools. This was in response to the notion that children needed to be made aware of their European heritage and their place in the "new" Europe. While these were laudable aims the practice often involved inflicting European Studies on less able pupils deemed, by the modern languages department, to be incapable of learning a second language.

Thus, in many schools, European Studies has become a low status subject, with inadequate resourcing and funding. Pupils already conscious of their failure to master a foreign language are faced with a syllabus containing concepts as complex as any other traditional subject discipline. At the same time, more able pupils have no access to a European dimension in the curriculum except in an ad hoc fashion through a whole range of subjects such as history, geography, music, art and the modern languages themselves.

In May 1983 the Kent education department's curriculum development committee agreed to fund a project aimed at promoting European education in the Medway division of the county. The project was based jointly at the Medway Teachers' Centre and at Port Luton secondary school for boys in Chatham. The aim of the school-based element of the project was to devise ways in which a coherent European dimension could be taught and promoted within the school. It was hoped that the consequences of this work could be used, through the good offices of the teacher's centre, to encourage other schools within the division, to consider the place of European education within the curriculum provided at their establishments.

The project team at Port Luton

consisted of nine staff from six departments (history, geography, art, music, French and mathematics) and two staff already involved in the teaching of European studies. Development was envisaged in three main areas.

First, it was decided to concentrate on teaching about Europe in the second year. Departments were encouraged to reorganize their syllabuses to accommodate a European dimension in which a systematic approach to teaching about Europe was adopted. Thus, it was not a "revolutionary" exercise.

Historically, each department had taught about various aspects of European life but no attempt had been made to coordinate the teaching strategies involved. For the first time, French history and geography were taught simultaneously, while the other departments involved made inputs, of varying lengths, in their respective fields. For example, the mathematics department produced a scheme of work which involved the pupils calculating the cost of a day trip to Boulogne and a weekend in Paris.

At no stage did the team wish to adopt an integrated approach breaking down the existing subject disciplines. The aim was rather to draw out the natural links which exist between the various subjects, at the same time making sure that staff and pupils were made aware of the work being done in other departments. This was achieved by regular staff meetings, handouts for the pupils and a conscious attempt on the part of the staff to relate their subject's contribution to the overall aims of the project.

Secondly, it was decided to establish a central resources bank, open to staff and pupils, to feed both the second year scheme, the development of European Studies and upper school examination work containing a European dimension. The resources unit, soon to be open to all schools in the Medway division, contains a wide range of materials such as: reference books, film strips, videos, posters and materials from European agencies such as the Council of Europe. Each school was also contacted, European embassies were also contacted, as well as various industrial concerns. Staff and pupils who visited Europe were given a pack of slide film and asked to produce a visual record of the area they visited.

The resources unit also contains information on recent developments in the field of European education and well as details of courses and conferences. Last year a member of the project team attended a conference in Finland and other staff have been active in promoting European education through courses arranged at the Medway Teachers' Centre and by the Kent education department.

Thirdly, it was decided to hold a wide range of extra-curricular activities containing a European dimension. Three school visits to European destinations were organized. The first, in April, involved a two-day trip to Amsterdam organized by members of the art department. Later that month, the history and geography departments attempted joint fieldwork in the Rhineland for five days. In May, a day trip to France was organized by the modern languages department. All in all, 127 boys, 6 parents and 11 staff were involved.

Other developments included the introduction of Petanque. A thriving club has been established and the school has taken part very successfully in externally organized competitions. Some talks and slide shows containing a European perspective were held. The most exciting development involves the building up of links with a school in Sweden. In July 1984 Orjan Einarsson, headmaster of Ludvika School, visited Port Luton bringing with him a tape-slide presentation from his pupils to the boys at Luton. It is hoped, in the future, to develop exchange links with his school.

The value of the European Education Year at Port Luton has been immense. Both in their general conversation and in the annual end-of-year examinations, the pupils have demonstrated a greater European awareness than their predecessors. In addition, they have thoroughly enjoyed the activities.

The project has been funded for a further year by the county authorities and the scheme has been of tremendous value in promoting discussion concerning other links which could be undertaken between departments. The Medway division now has a European resources unit which can be used to promote teaching about Europe in a wider context, and it is hoped to begin to run seminars in the next academic year on good practice in the field of European education.

Amsterdam was the first of three European destinations visited in European Education Year at Port Luton

hoped to begin to run seminars in the next academic year on good practice in the field of European education.

The development at Luton is a good example of what can be achieved by a committed staff prepared to submit their own practice to scrutiny. It has second year of funding and would be glad to hear from other schools who have been carrying out similar work.

more coherent approach to the teaching of one aspect of the total curriculum provided by the school.

R D Croft directed the Port Luton Project in 1983-84. He has now moved to another school. A Langley is directing the second year of funding and would be glad to hear from other schools who have been carrying out similar work.

Backup for the bookshelf

What is the best format for a book on topography? Obviously, it should be accurate in its descriptions and information, and preferably it should contain good illustrations and maps.

But, should it be anecdotal and discursive, or briskly factual? Should the stress be on natural features, architecture or demographic influences? Should the routes a traveller is likely to pursue be the pattern, or should the chapters be based on regions, or on history, or on people?

If illustrations are sought, then a palm must be awarded to W A Poucher's *The West Country* (Constable, £12.50). The artistry of this photographer is a by-word. Here he surpasses himself.

His subjects are, of course, among the most photogenic of all Britain's landscapes. Whether it is Dartmoor, cliffs or beaches, the grandeur and the appeal are unerringly captured. Even those who know the area will find some new perspectives.

Taking a wider compass, *Landscape in Britain* (Pavilion Books, £12.95) provides 150 photographs by C Walte, accompanied by an urbane commentary from A Nicholson.

The subjects are not towns or people, rarely buildings; rather, in the latter's words, of "a timeless and a permanence which the human hand cannot convey". Certainly, there is a satisfaction to be found from contemplation of nature in its various moods, and the imagery here is of high order. There are, though, one or two slips in the captions.

Two outstanding titles from Waidenfeld & Nicolson, issued in conjunction with the National Trust, are concerned with *Ruins and Ancient Houses* (each £12.95). Many of the properties come under the aegis of the Trust, but the authors (who are splendidly supported by their illustrations) range widely.

For instance, Brian Bailey's ruins include the modest Clophill church in Bedfordshire, with its recollections of the Black Death, alongside the massive Fountains Abbey. There are Roman ruins (Hadrian's wall, Hardknott) and Verulamium are representative, and many priories and castles, and "domestic ruins" under the heading of Silent Halls.

Mark Bence-Jones has an eye for history as well as architecture in his considerations of great family houses. Whether it be Blenheim, Chatsworth, Wilton or Woburn, he portrays the way people lived, worked and played so that a social record of significance emerges alongside details of the construction and contents of the buildings. In addition, Mr Bence-Jones has an attractive penchant for the off-beat.

A H B Peel is another author: unafraid to break away from the conventional. His last work (published posthumously) appropriately titled *Off the Beaten Track* (Robert Hale, £8.95), rambles from Ian Ridd's home on Exmoor via the bookshops of Hay-on-Wye, the Prescelly hills of Pembrokeshire, and the modest up-

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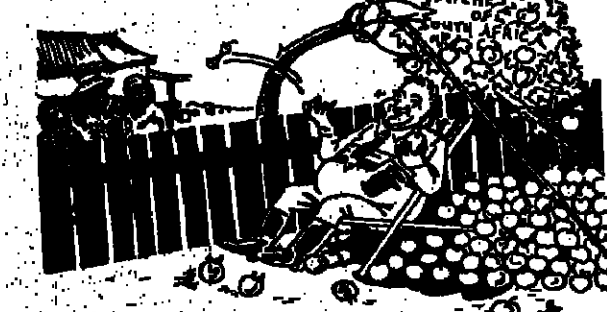
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HOUSEMISTRESS (teaching
or non-teaching) for Septem-
ber 1985 each to take charge
of 15-20 girls.
15. Applicants must be dedi-
cated to the pastoral care of
the girls and be able to co-
operate with the Headmistress
and other staff. Preference
will be given to teaching
candidates offering French or
N.C.C. (Head of Dept. for
English) or Home Eco-
nomics. Teaching salary:
Bournemouth, plus allowance.
Apply with names, addresses
and phone nos. of referees
to: Headmistress, Wentworth
Milton Mount, College Road,
Bournemouth, BH2 9DY.
(39802) 184024

BUCKINGHAMSHIRE

WYCOMBE ABBEY SCHOOL
High Wycombe,
Buckinghamshire
Required in September 1985,
a well-qualified person to
teach Music in the school.
The successful candidate will
be responsible for the co-
ordination of the school's
musical activities and will
also be responsible for the
extra-curricular programme.
The successful candidate will
be expected to contribute to
the school's musical life in
all respects.
Further details from The
Headmaster, Wycombe Abbey
School, High Wycombe,
Buckinghamshire, to whom
applications with names and
addresses of two referees
(39289) 185618

LONDON SW15

ST. PAUL'S SCHOOL
Required for September 1985
a well-qualified person to
teach Music in the school.
The successful candidate will
be responsible for the co-
ordination of the school's
musical activities and will
also be responsible for the
extra-curricular programme.
The successful candidate will
be expected to contribute to
the school's musical life in
all respects.
Further details from The
Headmaster, St. Paul's School,
London SW15, to whom applica-
tions with names and ad-
resses of two referees
(37405) 184024

SURREY

Required September 1985
a well-qualified person to
teach Music in the school.
The successful candidate will
be responsible for the co-
ordination of the school's
musical activities and will
also be responsible for the
extra-curricular programme.
The successful candidate will
be expected to contribute to
the school's musical life in
all respects.
Further details from The
Headmaster, [School Name],
Surrey, to whom applica-
tions with names and ad-
resses of two referees
(31589) 184024

THE PURCELL SCHOOL

Co-educational Specialist Music School, 180 pupils, 9-18.
Applications are invited for the post of
DIRECTOR OF MUSIC
in succession to Mr. Colin Howard.
The new Director will be expected to take up the
post not later than 1 January 1986.
Letters of application with names and addresses
and telephone numbers of three referees by 22
April to:
Lady Groves, Chairman of the Governors, c/o 8
Townfields, Rickmansworth, Herts, from whom
full details may be obtained. (39151) 185624

BERKSHIRE

READING BLUE COAT
Barnet-on-Thames, Berks.
RG4 0BU
470 boys 11-18, Day &
Boarding
Required for September
1985, a well-qualified person
to teach Music in the school.
The successful candidate will
be responsible for the co-
ordination of the school's
musical activities and will
also be responsible for the
extra-curricular programme.
The successful candidate will
be expected to contribute to
the school's musical life in
all respects.
Further details from The
Headmaster, Reading Blue Coat
School, to whom applica-
tions with names and ad-
resses of two referees
(39003) 185624

CHAPLAIN

Required for September
1985, a well-qualified person
to teach Music in the school.
The successful candidate will
be responsible for the co-
ordination of the school's
musical activities and will
also be responsible for the
extra-curricular programme.
The successful candidate will
be expected to contribute to
the school's musical life in
all respects.
Further details from The
Headmaster, [School Name],
to whom applications with
names and addresses of two
referees should be sent.
(37405) 184024

Physical Education

CAMBRIDGESHIRE
THE KING'S SCHOOL
A vacancy exists as Head of
Physical Education in the
school. The successful candi-
date will be responsible for
the co-ordination of the
school's physical education
activities and will also be
responsible for the extra-
curricular programme.
The successful candidate will
be expected to contribute to
the school's physical educa-
tion in all respects.
Further details from The
Headmaster, The King's School,
Cambridge, to whom applica-
tions with names and ad-
resses of two referees
(35982) 184218

Other Assistants

NOTTINGHAM
TRENT COLLEGE
Loughborough, Nottingham
H.M.C. 775 pupils aged 11-18,
including 50 girls
Required for September a
graduate to take responsibility
for the PE unit of the school.
The successful candidate will
be responsible for the co-
ordination of the school's
physical education activities
and will also be responsible
for the extra-curricular pro-
gramme. The successful candi-
date will be expected to con-
tribute to the school's phys-
ical education in all respects.
Further details from The
Headmaster, Trent College,
Loughborough, to whom applica-
tions with names and ad-
resses of two referees
(37435) 184224

Other Assistants

BOURNEMOUTH
TALBOT HEATH
Bournemouth
(Independent, formerly
Lambrook, Church of
England Day and Boarding
School for 620 girls aged 5-
13 years, sixth form of
100)
Physical Education Spec-
ialist required for Septem-
ber 1985 in busy
department of four Bur-
gham Scale 1.5. Good gym-
nastics and hockey expe-
rience required with respon-
sibility for the school's
athletic activities. Prefer-
ence will be given to teach-
ing candidates offering French
or N.C.C. (Head of Dept. for
English) or Home Eco-
nomics. Teaching salary:
Bournemouth, plus allowance.
Apply with names, addresses
and phone nos. of referees
to: Headmistress, Talbot
Heath, Bournemouth, BH4
7JL. (39089) 184224

BRADFORD

WOODHOUSE GROVE
School
Bradford
Required for September 1985
a well-qualified person to
teach Music in the school.
The successful candidate will
be responsible for the co-
ordination of the school's
musical activities and will
also be responsible for the
extra-curricular programme.
The successful candidate will
be expected to contribute to
the school's musical life in
all respects.
Further details from The
Headmaster, Woodhouse Grove
School, Bradford, to whom
applications with names and
addresses of two referees
(37414) 184218

WILTSHIRE

WARMISTON SCHOOL
(Co-educational day and
boarding, 380 pupils,
Church of England
Foundation)
There will be a vacancy
for a school Chaplain and
Head of Music. The candi-
date should be a graduate
with a degree in Music or
Theology, and be a member
of the Church of England.
The successful candidate will
be responsible for the co-
ordination of the school's
musical activities and will
also be responsible for the
extra-curricular programme.
The successful candidate will
be expected to contribute to
the school's musical life in
all respects.
Further details from The
Headmaster, Warmiston School,
Wiltshire, to whom applica-
tions with names and ad-
resses of two referees
(37414) 184218

Other Assistants

BERKSHIRE
READING BLUE COAT
Barnet-on-Thames, Berks.
RG4 0BU
470 boys 11-18, Day &
Boarding
Required for September
1985, a well-qualified person
to teach Music in the school.
The successful candidate will
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ordination of the school's
musical activities and will
also be responsible for the
extra-curricular programme.
The successful candidate will
be expected to contribute to
the school's musical life in
all respects.
Further details from The
Headmaster, Reading Blue Coat
School, to whom applica-
tions with names and ad-
resses of two referees
(39003) 185624

CHAPLAIN

Required for September
1985, a well-qualified person
to teach Music in the school.
The successful candidate will
be responsible for the co-
ordination of the school's
musical activities and will
also be responsible for the
extra-curricular programme.
The successful candidate will
be expected to contribute to
the school's musical life in
all respects.
Further details from The
Headmaster, [School Name],
to whom applications with
names and addresses of two
referees should be sent.
(37405) 184024

NORWICH
NORWICH HIGH SCHOOL
Norwich
Required for September 1985
a well-qualified person to
teach Music in the school.
The successful candidate will
be responsible for the co-
ordination of the school's
musical activities and will
also be responsible for the
extra-curricular programme.
The successful candidate will
be expected to contribute to
the school's musical life in
all respects.
Further details from The
Headmaster, Norwich High
School, to whom applica-
tions with names and ad-
resses of two referees
(37414) 184218

Other Assistants

BOURNEMOUTH
TALBOT HEATH
Bournemouth
(Independent, formerly
Lambrook, Church of
England Day and Boarding
School for 620 girls aged 5-
13 years, sixth form of
100)
Physical Education Spec-
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department of four Bur-
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athletic activities. Prefer-
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or N.C.C. (Head of Dept. for
English) or Home Eco-
nomics. Teaching salary:
Bournemouth, plus allowance.
Apply with names, addresses
and phone nos. of referees
to: Headmistress, Talbot
Heath, Bournemouth, BH4
7JL. (39089) 184224

Other Assistants

NOTTINGHAM
TRENT COLLEGE
Loughborough, Nottingham
H.M.C. 775 pupils aged 11-18,
including 50 girls
Required for September a
graduate to take responsibility
for the PE unit of the school.
The successful candidate will
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ordination of the school's
physical education activities
and will also be responsible
for the extra-curricular pro-
gramme. The successful candi-
date will be expected to con-
tribute to the school's phys-
ical education in all respects.
Further details from The
Headmaster, Trent College,
Loughborough, to whom applica-
tions with names and ad-
resses of two referees
(37435) 184224

Other Assistants

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Further details from The
Headmaster, Trent College,
Loughborough, to whom applica-
tions with names and ad-
resses of two referees
(37435) 184224

GLoucestershire
CHELTENHAM LADIES'
BOE
Requires CHEMIST with
honours degree for
September 1985 to teach
at this sixth form boarding
school for girls. The candi-
date will be responsible for
the co-ordination of the
school's chemistry activities
and will also be responsible
for the extra-curricular pro-
gramme. The successful candi-
date will be expected to con-
tribute to the school's chem-
istry in all respects.
Further details from The
Headmaster, Cheltenham
Ladies' School, to whom applica-
tions with names and ad-
resses of two referees
(37414) 184224

Other Assistants

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TRENT COLLEGE
Loughborough, Nottingham
H.M.C. 775 pupils aged 11-18,
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Required for September a
graduate to take responsibility
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date will be expected to con-
tribute to the school's phys-
ical education in all respects.
Further details from The
Headmaster, Trent College,
Loughborough, to whom applica-
tions with names and ad-
resses of two referees
(37435) 184224

Other Assistants

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TALBOT HEATH
Bournemouth
(Independent, formerly
Lambrook, Church of
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School for 620 girls aged 5-
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English) or Home Eco-
nomics. Teaching salary:
Bournemouth, plus allowance.
Apply with names, addresses
and phone nos. of referees
to: Headmistress, Talbot
Heath, Bournemouth, BH4
7JL. (39089) 184224

Other Assistants

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Further details from The
Headmaster, Trent College,
Loughborough, to whom applica-
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(37435) 184224

Other Assistants

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Bournemouth
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Apply with names, addresses
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Other Assistants

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ical education in all respects.
Further details from The
Headmaster, Trent College,
Loughborough, to whom applica-
tions with names and ad-
resses of two referees
(37435) 184224

Other Assistants

BOURNEMOUTH
TALBOT HEATH
Bournemouth
(Independent, formerly
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nomics. Teaching salary:
Bournemouth, plus allowance.
Apply with names, addresses
and phone nos. of referees
to: Headmistress, Talbot
Heath, Bournemouth, BH4
7JL. (39089) 184224

Other Assistants

NOTTINGHAM
TRENT COLLEGE
Loughborough, Nottingham
H.M.C. 775 pupils aged 11-18,
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Required for September a
graduate to take responsibility
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for the extra-curricular pro-
gramme. The successful candi-
date will be expected to con-
tribute to the school's phys-
ical education in all respects.
Further details from The
Headmaster, Trent College,
Loughborough, to whom applica-
tions with names and ad-
resses of two referees
(37435) 184224

Other Assistants

BOURNEMOUTH
TALBOT HEATH
Bournemouth
(Independent, formerly
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School for 620 girls aged 5-
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Physical Education Spec-
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English) or Home Eco-
nomics. Teaching salary:
Bournemouth, plus allowance.
Apply with names, addresses
and phone nos. of referees
to: Headmistress, Talbot
Heath, Bournemouth, BH4
7JL. (39089) 184224

GLoucestershire
CHELTENHAM LADIES'
BOE
Requires CHEMIST with
honours degree for
September 1985 to teach
at this sixth form boarding
school for girls. The candi-
date will be responsible for
the co-ordination of the
school's chemistry activities
and will also be responsible
for the extra-curricular pro-
gramme. The successful candi-
date will be expected to con-
tribute to the school's chem-
istry in all respects.
Further details from The
Headmaster, Cheltenham
Ladies' School, to whom applica

PREPARATORY SCHOOLS continued

Other Assistants

KENT
BICKLEY PARK SCHOOL
Requires for September, 1985, a teacher to teach History, also some to teach piano and violin choir. Usual working hours. Salary above Burnham. Headmaster with C.V. and names and addresses of two referees. (3151) 203824

MID-SUSSEX
GREAT WATLEAD
In September we are seeking a resident musician to teach piano, organize second orchestra and junior choir. Other subjects, hobbies and experience an advantage. Please phone or write T.M. Buzzard, Director of Music, Lifford 5420. (31575) 203824

Pastoral

Other Assistants

NORTH YORKSHIRE
THE CATHOLIC CHOR
Whitcliffe Lane, Ripon, North Yorkshire YO4 5LA. Tel: 0155 2134 (LA) 9. & CHOIR SCHOOLS Co-educational Day and Boarding Preparatory School 106 Pupils 44 Boarders. Required in September 1985 a single graduate or qualified teacher to take on the responsibilities of Ripon Housemaster. The ability to teach French and English is essential. A keen interest in games would be an advantage. Full particulars from the Headmaster to whom applications with full curriculum vitae and details of two referees should be addressed. (31510) 204024

Physical Education

Other Assistants

SUSSEX
BRAMLEY SCHOOL
355, Oringdale, Sussex RH19 3SD. Requires for September 1985, a qualified teacher to take on the responsibilities of Headmaster of a boarding preparatory school (175 boarders, 30 day pupils). Salary above Burnham. Headmaster with C.V. and names and addresses of two referees. (31511) 204024

Science

Heads of Department

HERTFORDSHIRE
KINGSBOTT SCHOOL
St. Ippolytus, Hertfordshire SG4 7JX. (LA) 9. & CHOIR SCHOOLS Co-educational Day and Boarding Preparatory School 106 Pupils 44 Boarders. Required in September 1985 a single graduate or qualified teacher to take on the responsibilities of Headmaster. The ability to teach French and English is essential. A keen interest in games would be an advantage. Full particulars from the Headmaster to whom applications with full curriculum vitae and details of two referees should be addressed. (31510) 204024

Other Assistants

Other Assistants

BURY ST EDMUNDS
NOTWORTH COURT
L.A.P.S. 60 Boys Boarding and Day School. Requires for September 1985, a qualified teacher to take on the responsibilities of Headmaster of a boarding preparatory school (175 boarders, 30 day pupils). Salary above Burnham. Headmaster with C.V. and names and addresses of two referees. (31511) 204024

HAMPSHIRE
FAIRLEIGH SCHOOL
Red Rye, Andover, Hants. SP11 1PY. Required in September 1985, a qualified teacher to be in charge of Science in the flourishing LAPE Catholic (mainly boarding) school. Two spacious, fully equipped laboratories. Enthusiasm and initiative essential. Salary Burnham with attractive accommodation, married or single. Please apply with CV and names of two referees to the Headmaster. (31575) 204824

Science

Heads of Department

NORTHAMPTON
Required for September 1985 a qualified teacher to take on the responsibilities of Headmaster of a boarding preparatory school (175 boarders, 30 day pupils). Salary above Burnham. Headmaster with C.V. and names and addresses of two referees. (31511) 204024

SHROPSHIRE
MOOR PARK SCHOOL
Ludlow SY8 4BA. I.A.P.S. Co-ed. 8-13. Boarding and Day School. Required for September 1985, a qualified teacher to take on the responsibilities of Headmaster of a boarding preparatory school (175 boarders, 30 day pupils). Salary above Burnham. Headmaster with C.V. and names and addresses of two referees. (31511) 204024

SOUTH GLAMORGAN
THE CATHOLIC CHOR
Llandaff, Cardiff CF5 2YH. Tel: (0222) 553179. Western Division, Woodard Corporation. I.A.P.S. and Choir Schools Co-educational, day and boarding, 280 children 4-14. Required in September 1985, a qualified teacher to take on the responsibilities of Headmaster of a boarding preparatory school (175 boarders, 30 day pupils). Salary above Burnham. Headmaster with C.V. and names and addresses of two referees. (31511) 204024

Science

Heads of Department

WEST SUSSEX
PENNYTHORPE SCHOOL
Bognor Regis, Sussex BN11 3JL. Requires for September 1985 a qualified teacher to take on the responsibilities of Headmaster of a boarding preparatory school (175 boarders, 30 day pupils). Salary above Burnham. Headmaster with C.V. and names and addresses of two referees. (31511) 204024

Other than by Subject Classification

Other Assistants

A YOUNG ENTHUSIASTIC
TEACHER
Required for September 1985, a qualified teacher to take on the responsibilities of Headmaster of a boarding preparatory school (175 boarders, 30 day pupils). Salary above Burnham. Headmaster with C.V. and names and addresses of two referees. (31511) 204024

BOURNEMOUTH
TALBOT HEATH
Bournemouth, Dorset BH10 9JL. Requires for September 1985, a qualified teacher to take on the responsibilities of Headmaster of a boarding preparatory school (175 boarders, 30 day pupils). Salary above Burnham. Headmaster with C.V. and names and addresses of two referees. (31511) 204024

Science

Heads of Department

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St. Ippolytus, Hertfordshire SG4 7JX. (LA) 9. & CHOIR SCHOOLS Co-educational Day and Boarding Preparatory School 106 Pupils 44 Boarders. Required in September 1985 a single graduate or qualified teacher to take on the responsibilities of Headmaster. The ability to teach French and English is essential. A keen interest in games would be an advantage. Full particulars from the Headmaster to whom applications with full curriculum vitae and details of two referees should be addressed. (31510) 204024

MIDDLESEX
BUCKINGHAM COLLEGE
Lower School, Uxbridge, Middlesex UB8 3JL. Requires for September 1985, a qualified teacher to take on the responsibilities of Headmaster of a boarding preparatory school (175 boarders, 30 day pupils). Salary above Burnham. Headmaster with C.V. and names and addresses of two referees. (31511) 204024

SHROPSHIRE
MOOR PARK SCHOOL
Ludlow SY8 4BA. I.A.P.S. Co-ed. 8-13. Boarding and Day School. Required for September 1985, a qualified teacher to take on the responsibilities of Headmaster of a boarding preparatory school (175 boarders, 30 day pupils). Salary above Burnham. Headmaster with C.V. and names and addresses of two referees. (31511) 204024

Science

Heads of Department

SURREY
FLEXLANDS SCHOOL
Chubbam, Surrey GU24 0JL. Requires for September 1985, a qualified teacher to take on the responsibilities of Headmaster of a boarding preparatory school (175 boarders, 30 day pupils). Salary above Burnham. Headmaster with C.V. and names and addresses of two referees. (31511) 204024

Colleges of Further Education

Heads of Department

LEICESTERSHIRE
COUNTY COUNCIL
As Equal Opportunity Employer. Requires for September 1985, a qualified teacher to take on the responsibilities of Headmaster of a boarding preparatory school (175 boarders, 30 day pupils). Salary above Burnham. Headmaster with C.V. and names and addresses of two referees. (31511) 204024

LEICESTERSHIRE
COUNTY COUNCIL
As Equal Opportunity Employer. Requires for September 1985, a qualified teacher to take on the responsibilities of Headmaster of a boarding preparatory school (175 boarders, 30 day pupils). Salary above Burnham. Headmaster with C.V. and names and addresses of two referees. (31511) 204024

Science

Heads of Department

SURREY
FLEXLANDS SCHOOL
Chubbam, Surrey GU24 0JL. Requires for September 1985, a qualified teacher to take on the responsibilities of Headmaster of a boarding preparatory school (175 boarders, 30 day pupils). Salary above Burnham. Headmaster with C.V. and names and addresses of two referees. (31511) 204024

LONDON

Other Assistants

LONDON
LANSDOWNE TUTOR
Owing to continued expansion, Lansdowne Tutors, a leading London Tutorial College of 480 students, is seeking applications for the following new full-time posts for September 1985:

3 HEADS OF DEPARTMENT
1 Science, 1 Arts, 1 Modern Languages. Responsible to the Director of Studies for running the Department of 100 students on A and AS level courses. Applicants must be graduates with considerable experience of teaching at A and AS level. Salary £11,500 p.a. Details can be obtained from the Principal, Lansdowne Tutors, 100, Strand, London WC2R 0JL. (31511) 204024

Science

Heads of Department

SURREY
FLEXLANDS SCHOOL
Chubbam, Surrey GU24 0JL. Requires for September 1985, a qualified teacher to take on the responsibilities of Headmaster of a boarding preparatory school (175 boarders, 30 day pupils). Salary above Burnham. Headmaster with C.V. and names and addresses of two referees. (31511) 204024

WARWICKSHIRE

Other Assistants

WARWICKSHIRE
WARWICK COLLEGE
Head of Department of Information Technology. Requires for September 1985, a qualified teacher to take on the responsibilities of Headmaster of a boarding preparatory school (175 boarders, 30 day pupils). Salary above Burnham. Headmaster with C.V. and names and addresses of two referees. (31511) 204024

WARWICKSHIRE
WARWICK COLLEGE
Head of Department of Information Technology. Requires for September 1985, a qualified teacher to take on the responsibilities of Headmaster of a boarding preparatory school (175 boarders, 30 day pupils). Salary above Burnham. Headmaster with C.V. and names and addresses of two referees. (31511) 204024

Science

Heads of Department

SURREY
FLEXLANDS SCHOOL
Chubbam, Surrey GU24 0JL. Requires for September 1985, a qualified teacher to take on the responsibilities of Headmaster of a boarding preparatory school (175 boarders, 30 day pupils). Salary above Burnham. Headmaster with C.V. and names and addresses of two referees. (31511) 204024

AVON COUNTY

Other Assistants

AVON COUNTY
DEPARTMENT OF GENERAL STUDIES
Requires for September 1985, a qualified teacher to take on the responsibilities of Headmaster of a boarding preparatory school (175 boarders, 30 day pupils). Salary above Burnham. Headmaster with C.V. and names and addresses of two referees. (31511) 204024

AVON COUNTY
DEPARTMENT OF GENERAL STUDIES
Requires for September 1985, a qualified teacher to take on the responsibilities of Headmaster of a boarding preparatory school (175 boarders, 30 day pupils). Salary above Burnham. Headmaster with C.V. and names and addresses of two referees. (31511) 204024

Science

Heads of Department

SURREY
FLEXLANDS SCHOOL
Chubbam, Surrey GU24 0JL. Requires for September 1985, a qualified teacher to take on the responsibilities of Headmaster of a boarding preparatory school (175 boarders, 30 day pupils). Salary above Burnham. Headmaster with C.V. and names and addresses of two referees. (31511) 204024

BROMLEY

Other Assistants

BROMLEY
BROMLEY COLLEGE OF TECHNOLOGY
Department of Business Studies. Requires for September 1985, a qualified teacher to take on the responsibilities of Headmaster of a boarding preparatory school (175 boarders, 30 day pupils). Salary above Burnham. Headmaster with C.V. and names and addresses of two referees. (31511) 204024

BROMLEY
BROMLEY COLLEGE OF TECHNOLOGY
Department of Business Studies. Requires for September 1985, a qualified teacher to take on the responsibilities of Headmaster of a boarding preparatory school (175 boarders, 30 day pupils). Salary above Burnham. Headmaster with C.V. and names and addresses of two referees. (31511) 204024

Science

Heads of Department

SURREY
FLEXLANDS SCHOOL
Chubbam, Surrey GU24 0JL. Requires for September 1985, a qualified teacher to take on the responsibilities of Headmaster of a boarding preparatory school (175 boarders, 30 day pupils). Salary above Burnham. Headmaster with C.V. and names and addresses of two referees. (31511) 204024

DUDLEY

Other Assistants

DUDLEY
CAMMIDGE COLLEGE
Department of Business Studies. Requires for September 1985, a qualified teacher to take on the responsibilities of Headmaster of a boarding preparatory school (175 boarders, 30 day pupils). Salary above Burnham. Headmaster with C.V. and names and addresses of two referees. (31511) 204024

DUDLEY
CAMMIDGE COLLEGE
Department of Business Studies. Requires for September 1985, a qualified teacher to take on the responsibilities of Headmaster of a boarding preparatory school (175 boarders, 30 day pupils). Salary above Burnham. Headmaster with C.V. and names and addresses of two referees. (31511) 204024

Science

Heads of Department

SURREY
FLEXLANDS SCHOOL
Chubbam, Surrey GU24 0JL. Requires for September 1985, a qualified teacher to take on the responsibilities of Headmaster of a boarding preparatory school (175 boarders, 30 day pupils). Salary above Burnham. Headmaster with C.V. and names and addresses of two referees. (31511) 204024

Appointments
in
Scotland

ABERDEEN

Other Assistants

Other Assistants

Other Assistants

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COLLEGES OF FURTHER EDUCATION

LANCASHIRE

ROCHDALE TECHNICAL COLLEGE

Required for 1st September, 1985.

Application forms and further particulars are available from: The Principal, Rochdale Technical College, St. Mary's Gate, Rochdale OL12 5RY.

Closing date for receipt of applications: Friday, 26th April, 1985. (103026)

HAMPSHIRE

COUNTY COUNCIL SOUTHAMPTON TECHNICAL COLLEGE

Post No. 104. SENIOR LECTURER IN BUSINESS STUDIES. The Principal, Southampton Technical College, St. Mary's Gate, Southampton SO8 4WJ (enclaving large s.a.e.) to whom completed applications should be returned by 19th April, 1985. (103026)

BERKSHIRE

LANGLEY COLLEGE OF FURTHER EDUCATION

Applications are invited for the above post commencing on 1st September, 1985. Applicants should hold an Honours Degree in English and have substantial teaching experience in the field of English across the curriculum including 'O' and 'A' level, BTEC, and Carling courses. Salary Scale: £11,433 - £15,366. Berkshire has a scheme for assisting with removal expenses. The County Council is an equal opportunity employer. Further information and application forms from: The Registrar, Langley College of Further Education, Station Road, Langley, Slough SL5 8JY. Please enclose a stamped, addressed, foolscap envelope. Closing date: Wednesday, 17th April, 1985. (103026)

LEICESTERSHIRE

COUNTY COUNCIL

An Equal Opportunity Employer

WIGSTON COLLEGE OF FURTHER EDUCATION. Station Road, Wigston, Leicestershire LE18 3JW. DEPARTMENT OF BUSINESS STUDIES. LECTURER IN TRAVEL & TOURISM. Required from 1st September 1985. Lecturer in Travel & Tourism to teach preliminary students on BTEC National Level courses. Experience in the travel industry is essential together with appropriate academic qualifications. Teaching experience is essential. Application forms and further details (on receipt of SAE) from the Principal, Wigston College of Further Education, Station Road, Wigston, Leicestershire LE18 3JW. Please enclose a stamped, addressed, foolscap envelope. Closing date: Friday, 19th April, 1985. (103026)

DERBYSHIRE

EDUCATION COMMITTEE NORTH EAST DERBYSHIRE COLLEGE OF FURTHER EDUCATION

Applications are invited for the post of Lecturer in Technology to commence duties as soon as possible. The successful applicant, who should preferably be a graduate in a Social Science with experience in teaching in Further Education, will be required to teach on the following courses: GCE 'A' level and Social Studies to a variety of students. The ability to teach a number of related subjects and the status of a teacher would be an advantage. Salary (Derbyshire FE Lecturer 1) £5,910 - £10,812 per annum. Application forms and further particulars may be obtained from the Principal, North East Derbyshire College of Further Education, Rectory Road, Clifton, Chesterfield, Derbyshire S43 3BQ and completed forms should be returned to him by Friday, 19th April, 1985. (103026)

BRENT

LONDON BOROUGH OF BRENT KILBURN POLYTECHNIC

Applications are invited for the post of Lecturer in Science. The successful applicant, who should preferably be a graduate in a Social Science with experience in teaching in Further Education, will be required to teach on the following courses: GCE 'A' level and Social Studies to a variety of students. The ability to teach a number of related subjects and the status of a teacher would be an advantage. Salary (Brent FE Lecturer 1) £5,910 - £10,812 per annum. Application forms and further particulars may be obtained from the Principal, Kilburn Polytechnic, Kilburn, London NW5 1LB. Please enclose a stamped, addressed, foolscap envelope. Closing date: Friday, 19th April, 1985. (103026)

ilea colleges

Applications are invited for the following posts. Salary scales in accordance with the Burnham FE Scale. The successful applicant, who should preferably be a graduate in a Social Science with experience in teaching in Further Education, will be required to teach on the following courses: GCE 'A' level and Social Studies to a variety of students. The ability to teach a number of related subjects and the status of a teacher would be an advantage. Salary (ilea FE Lecturer 1) £5,910 - £10,812 per annum. Application forms and further particulars may be obtained from the Principal, ilea College, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000. (103026)

Colleges of Further Education

continued

North West Kent College of Technology

Applications are invited for the following posts for September 1985 in the Department of Computing, Science and Mathematics:

SENIOR LECTURER in COMPUTING DATA PROCESSING

This new and important post is for a person to lead a Section responsible for developing and servicing Computing/Data Processing courses across the College. The person appointed will be conversant with the whole range of FE computing/data processing courses and will have significant, relevant industrial/commercial experience.

LECTURER GRADE I in COMPUTING

to teach GCE, C & G, and BTEC courses to all levels of ability with an emphasis on Micro-computing and its application. The successful candidate will at least be thoroughly conversant with BASIC and its applications to business. Industrial or commercial experience would be advantageous. Teaching experience is not essential. Further details and application forms can be obtained from the Principal, North West Kent College of Technology, Miskin Road, Dartford, Kent DA1 2LU. Tel: Dartford 25471. (103000)



MID CORNWALL COLLEGE OF FURTHER EDUCATION

ST. AUSTELL CENTRE. Department of Science and General Studies. Lecturer in Mathematics. Applicants should preferably be Mathematics graduates. Lecturing will be up to GCE 'A' level and BTEC National Diploma standard. Previous experience is essential. Salary: £7,548-£12,090.

Department of Technology. Lecturer in Micro-computing. Lecturer in Electronics. BALTASH CENTRE. Department of Science and General Studies. Lecturer in Mathematics. Applicants should be suitably qualified to lecture full-time students following a course leading to the BTEC National Diploma of the Confederation of International Beauty Therapy and Cosmetology. Wide practical experience is essential. Teaching experience and qualifications are desirable.

Lecturer in Beauty Therapy. Applicants should be suitably qualified to lecture full-time students following a course leading to the BTEC National Diploma of the Confederation of International Beauty Therapy and Cosmetology. Wide practical experience is essential. Teaching experience and qualifications are desirable.

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Surrey County Council East Surrey College

Principal JO Bell BA BSc

East Surrey College (Group B) developed from a small local technical college into one of the main providers for post-16 education in the South East area of Surrey. Over the past few years the range of courses available has significantly increased and with funding from the Manpower Services Commission and the European Social Fund the College is poised to develop further educational initiatives currently in train.

Applications are invited from suitably qualified and committed individuals for the following posts. Successful applicants will take up duty on 1 September 1985. Salaries are in accordance with Burnham FE Scales plus a Surrey Allowance of £268 p.a.

DEPARTMENT OF BUILDING

Lecturer I (Temporary)

In Electrical Installation for CIBT, CPVE/Foundation, plumbing, kitchen specialist and link courses.

DEPARTMENT OF BUSINESS STUDIES & LANGUAGES

Four Lecturers I (Temporary)

with a secretarial background, word processing experience and an interest in or experience of 'office automation' to teach in all these areas on a variety of full-time, part-time, and short courses.

DEPARTMENT OF CATERING INCORPORATING HAIRDRESSING AND TRAVEL AND TOURISM

Four Lecturers I (Temporary)

to join a rapidly expanding and buoyant department to teach:

- (1) Communication Studies (CG 772 Levels 1 and 2) to Hairdressing, Travel & Tourism, B Hotel and Catering students (BTEC Certificate & Diploma levels).
- (2) Travel and Tourism to BTEC National Diploma, College Diploma and YTS students.
- (3) Hairdressing, up to CG 480 level for YTS and day release students, and
- (4) Catering (Front Office Operations and Food Service). If candidates can offer other catering subjects this will be an advantage.

DEPARTMENT OF ENGINEERING

Lecturer I (Temporary)

In Motor Vehicle/Electrical and Electronics work to be responsible for one or more of the following areas in an expanding department: AB BTEC Certificate/Diploma in Motor Vehicle Work, CG 381 Motor Vehicle Craft Studies, Motor Vehicle Practical Work for YTS, Automotive Electrical and Electronics work, and Microelectronics Applications.

REIGATE SCHOOL OF ART & DESIGN

Senior Lecturer (Course Tutor)

for General Art and Design Studies. There are 100 full-time students on the BTEC National Diploma General Art & Design Course and a further 40 taking the College Pre-Diploma and Foundation Courses. There is a substantial servicing commitment in other College departments. The successful candidate will have a broad industrial experience and will be required to lead a team of experienced teachers committed to developing the Art & Design curriculum.

Lecturer I (Temporary)

In Graphic Design to work on the new BTEC National Diploma in Graphic Design. Applicants should have industrial experience of Graphic Design, Production, and Publishing. Responsibilities will include the development of studies between other areas of the course and also at the Regional (Surrey) Higher Diploma level. The graphics course has a printing area and applicants will be required to teach design procedures for letterpress and lithography. Duties will include practical class work within the print area.

DEPARTMENT OF SCIENCE & COMPUTING

Lecturer II and Lecturer I

In Computer Technology to join an enthusiastic team providing specialist computer education and training for industry and full-time students. Successful candidates will assist with teaching CG Microcomputer Technology and BTEC Computer Systems and should be keen to participate in the development of courses for microcomputer servicing and digital communications. Previous lecturing or industrial experience in one of the following areas would be an advantage: machine interconnection, microcomputer servicing, signal processing, or control systems. The Lecturer I post will entail additional responsibilities for course organisation and industrial liaison.

DEPARTMENT OF SOCIAL & COMMUNITY STUDIES

Senior Lecturer

In Social Needs. A Special Needs Unit was formed in September 1984 to provide training (CG 731/4) and a Continuing Education Course for 18 - 19 year olds with moderate learning difficulties. The successful candidate will have qualifications and considerable experience in this field and will be required to provide leadership in a fast developing sector, to co-ordinate special needs teaching on other departmental courses, and to co-ordinate support for special needs students and their teachers College-wide.

Two Lecturers I (One Temporary)

In Special Needs. Candidates should have qualifications and/or experience in dealing with young people with special educational needs. It is important that they have ability to work with students on the Continuing Education Course and make a contribution to other departmental caring courses.

Applicants for the above 3 posts should ideally have teaching experience in one or more of the following: multi-skills workshops, information technology, practical skills in home management and family living, recreation and leisure, creative development, and nursery and literacy.

Lecturer II

In Teacher Training to teach on INSET courses such as the CG730 and the Certificate in Education, RSA Vocational Preparation Certificate, and to contribute to in-house staff development programmes for CPVE, Special Needs, YTS etc.

Lecturer I

In Social Work Education. The College seeks to appoint a qualified social worker with innovative qualities prepared to develop this area of work, to run specialist courses including counselling, and to offer social studies to a variety of caring courses. Ability to contribute to the general work of the department related to recreation and leisure and communication studies will be an advantage.

Further details and application forms available from the Staff Officer, East Surrey College, Gatton Point, Redhill, Surrey, RH1 2JX (Telephone: Redhill 72611-4). Closing date for re-applications Friday 19th April 1985. (103000)

WEST KENT COLLEGE OF FURTHER EDUCATION

Head of Department of Construction

Grade 3 Salary Scale (£13,692 - £15,282)

UNIVERSITY OF
READING
LECTURER IN

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March Award

**LANGUAGE TEACHING
RESEARCH
UNIVERSITY OF YORK
JAMES NELSON
LANGUAGE TEACHING
FELLOWSHIP**

James Nelson and the University are pleased to announce the inauguration of the James Nelson Language Teaching Fellowship. The Fellowship is for one year, commencing on full-time Language Teaching at the University of York. For full details, see page 25 of this issue.

College

104

of temporary Lecturers. Candidates must have completed French or a Joint Honours programme and be trained teachers or lecturers in a higher education institution. It is an advantage if you have responsibility for co-ordinating language in the Postgraduate School or the supervision of tutorial work within your department.

The salary scale ranges from £9,000 per annum to £16,000 per annum, depending on experience.

Please send your application forms (2 copies) to: The Director of Studies, University College London, Gower Street, London WC1E 6BT, enclosing SA2 8PF, to which you will also attach a recent passport photograph.

Candidates are invited to apply until April 28, 1985.

Grant

Ph.D. student
areas of research programmes, people and those expected should contact the Director of Research, Cranfield, 0234 751122

School of Management
and MK43 0AL

100-443887-100

Applications are invited from well qualified graduates for the following permanent replacement posts.

A) TWO SENIOR LECTURER POSTS IN EDUCATION MANAGEMENT

Applicants should have considerable experience in senior posts in either primary or secondary schools and possession of a higher qualification in the field of Education Management is desirable. Experience in one or more of the following areas is essential: Information Technology; Behavioural Studies; Management of Curriculum Development; Staff Development; Developments in 16-19 Education.

B) LI/SENIOR LECTURER POST IN PRIMARY EDUCATION

Applicants must have an advanced qualification in Education, qualified teacher status and have recent successful teaching experience within the Primary age range. Interest in (i) Special Needs in the Primary School and (ii) Nursery/Infant age ranges would be an advantage.

C) LI/SENIOR LECTURER POST IN PHYSICAL EDUCATION

Applicants must hold an honours degree (or equivalent) in Physical Education, qualified teacher status and have had recent successful teaching experience in a Primary school. Expertise in the following areas would be an advantage: (i) the teaching and development of gymnastics and games; (ii) teaching/research interest in the theoretical foundations of P.E. and Sport (particularly History) or an aspect of Sport Science (Psychology, Physiology, Biomechanics).

D) TWO LI/SENIOR LECTURER POSTS WITHIN ART AND DESIGN

Post 1 To develop the engineering design aspects of Craft, Design and Technology. Qualified teacher status is essential. Post 2 Applicants must have experience as designers and makers in the area of furniture and related products. Both appointments will be required to contribute to the teaching and development of the B.A. Combined Studies (Crafts) Degree, the B.Ed. (Hons.) degree and other Initial and in-service courses in Craft, Design and Technology.

Further information and application forms may be obtained from: The Assistant Director (Staffing), Crewe+Alsager College of Higher Education, Alsager, ST7 2HL. CLOSING DATE FOR COMPLETED APPLICATIONS IS WEDNESDAY, 24TH APRIL, 1985.

Crewe+Alsager College
of Higher Education

LECTURER II/SENIOR LECTURER IN PRIMARY EDUCATION

to contribute to the College's increasing role with the Junior age range

LECTURER II/SENIOR LECTURER IN MATHEMATICAL EDUCATION

to contribute to Initial and in-service teacher education. Experience in statistics and/or information technology would be advantageous.

For both posts candidates must be well qualified with substantial and appropriate teaching experience.

Further particulars and application forms may be obtained from: The Deputy Principal, Burnside College of Higher Education, Woodlands Avenue, Epsom, Surrey RH8 1HY. Tel: Reading (0734) 683307.

Completed forms to be returned by 22 APRIL 1985. Burnside County Council is an equal opportunity employer.

Colleges of Higher Education

Other Appointments

CAMBRIDGESHIRE COLLEGE OF ARTS AND TECHNOLOGY
(Equal Opportunity Employer)
LECTURER II/SENIOR LECTURER IN MECHANICAL/PRODUCTION ENGINEERING
Required from September 1985 to teach Mechanical Engineering subjects on BTEC National and Higher National Certificate/Diploma Courses. Candidates should hold an appropriate degree or equivalent qualification. CAD/CAM and computer experience would be an advantage.
Salary: £11,750 - £13,125 p.a. (plus 10% for 1985/86).
Details and forms to be returned by 19th April, from Head of Department of Engineering, Cambridgeshire College, Cambridge CB1 1PT. (0223) 558573. 340026

WEST SUSSEX INSTITUTE OF HIGHER EDUCATION
(Incorporating Bishop Cleeve College, Chichester, and Rogers Regis College)
ENGLISH STUDIES
For this post, a B.Sc. and B.A. degree will be required. The salary scale is £11,750 - £13,125 p.a. (plus 10% for 1985/86).
Details and forms to be returned by 19th April, from Head of Department of English Studies, West Sussex Institute of Higher Education, The Dome, Upper Bognor Road, Bognor Regis, West Sussex, PO21 1JL. (0203) 865581. Closing date 28th April 1985. (37018) 340026

YORK COLLEGE OF RIFON AND YORK ST. JOHN
LECTURER GRADE IV (PRODUCT DESIGN)
Applications are invited for this post of Lecturer in Design and Technology with a specialism in Product Design. The successful candidate will be responsible for a wide range of materials. The successful candidate will be responsible for a wide range of materials. The successful candidate will be responsible for a wide range of materials.

Further details and application forms may be obtained from: The Deputy Principal, Burnside College of Higher Education, Woodlands Avenue, Epsom, Surrey RH8 1HY. Tel: Reading (0734) 683307. Completed forms to be returned by 22 APRIL 1985. Burnside County Council is an equal opportunity employer.

Adult Education

HAMPSHIRE THE HURST
Basingstoke, Hampshire RG26 5NL
Senior Youth and Community Worker
£11,750 - £13,125 p.a. (plus 10% for 1985/86).
Details and forms to be returned by 19th April 1985. (37018) 340026

APPOINTMENT OF

Senior Lecturer for Adult Education Staff Development

Applications are invited for this new post of Senior Lecturer for Adult Education Staff Development. The post is to be filled from 1st September 1985 and will involve general work with adult education staff and will carry particular responsibility for the organisation of the authority's stage 2 Tutor Training provision.

Salary Burnham Further Education
scale £11,175-£13,128

Application forms and further particulars (enclosed) are available from the County Education Officer (reference T4) Springfield, Maidstone, Kent ME14 2LZ, to whom completed forms should be returned by 18th April 1985.

Further particulars and application forms may be obtained from The Personnel Officer, South Glamorgan Institute of Higher Education, Cyncoed Centre, Cyncoed Road, Cardiff CF2 6XD. (Telephone No. 0222/551111 Ext. 3362). Completed application forms should be returned within fourteen days of the publication of this advertisement.

(10678)

Youth and Community Service

BOSTON BOROUGH OF BOSTON FENLAND COMMUNITY CENTRE
YOUTH WORKER AND COMMUNITY CENTRE WARDEN
Applications are invited for this post of Youth Worker and Community Centre Warden. The successful candidate will be responsible for a wide range of materials. The successful candidate will be responsible for a wide range of materials.

BRISTOL HARTCLIFFE BOYS' CLUB
Hartcliffe, Bristol
Experienced Senior Youth Worker
required for this large Boys' Club in South Bristol on the retirement of the present Worker in July 1985.
Staffing consists of Senior Worker, Assistant Worker, Part-time and Voluntary Workers.
Club premises are extensive and well equipped with a large floodlit play area adjoining.
The Club has been established on this large housing estate for over twenty years and is affiliated to the Boys' Club, Bristol Federation of Boys' Clubs.
This is a challenging opportunity for an experienced and energetic worker who will be encouraged to develop an activity oriented programme.
J.N.C. Salary and Conditions.
Qualified Scale 4 point
Further details and forms from the Secretary, Hartcliffe Boys' Club, Hartcliffe, Bristol, BS15 9JS. (37181) 440000

BROMLEY LONDON BOROUGH OF
YOUTH AND COMMUNITY SERVICE
A FULL-TIME YOUTH WORKER is required for the Bromley Youth Centre, Bromley Common.
Salary: J.N.C. Range 3 Points 3, £8,761 p.a. plus 10% for 1985/86. Weighting.
For further details write to: The Director of Social Services, The Town Hall, Bromley, Kent, BR1 1JL. Tel: 01-464 3333. Ext. 2511. (37088) 440000

CUMBRIA BRATHAY HALL TRUST
Centre for Youth Learning
PLANNED YOUTH WORKER
Do you relate to young people?
Can you help others to do so?
If you answer YES and are interested in working with young people, please apply to: Mr. Derrick Brown, Director, Brathay Hall Trust, Brathay Hall, Cumbria, OLF 2JL. (37088) 440000

DERBYSHIRE SCHOOL HOME
COMMUNITY THRUH
Post reference D9/162/24
See Derbyshire Display Page 60. 440000 (37112)

HAMPSHIRE THE HURST
Basingstoke, Hampshire RG26 5NL
DEPUTY COMMUNITY WARDEN
£11,750 - £13,125 p.a. (plus 10% for 1985/86).
Details and forms to be returned by 19th April 1985. (37018) 340026

RYTON DENE, RYTON EDUCATION PROJECT WORKER

£7,624 - £10,107 p.a.
Ryton Dene Young People's Centre

This challenging new development aims to provide a structured residential experience for 12 emotionally disturbed young people aged 13-18 years. Many of these youngsters will have experienced problems in school.

A major feature of the new project is the Resource Centre. This will provide a range of activities for all youngsters in the Centre aimed at stimulating creativity, imagination and communication as well as support to children and young people in and out of school.

The main tasks of the Education Project Worker will be to manage the Resource Centre and the activity programme, guide the project team in the preparation of school age youngsters for integration into mainstream education and to provide liaison with local schools and relevant agencies.

This is a demanding post with wide responsibilities and calling for a good measure of initiative. We are looking for a qualified teacher with relevant experience. It would be an advantage if this included work with children with special educational needs and/or in residential settings.

Barnardo's is a Christian child care organisation and offers conditions of service broadly in line with local authorities. Applications for posts are welcomed from persons irrespective of disability, marital status, sex or race. Transferable pension.

Applications to: Mrs P Y Mansell, Assistant Divisional Director, 6 Portland Terrace, Jesmond, Newcastle upon Tyne NE2 1QG. Tel: (0832) 816024.

Enquiries to: Mr M Soanes, Tel: (Ryton) 4134111.

CLOSING DATE FOR RETURN OF APPLICATION FORMS: 12th April, 1985.

Please quote reference NE/PYM/PMH
Previous applicants need not re-apply.

Barnardo's

The Methodist Church
Division of Education and Youth

TRAINING OFFICER for MAYC

to work with the Youth and Community team and with other training personnel of the Division.

Write for details to:

Neville Braybrook, 2, Chester House, Pages Lane, Muswell Hill, London N10 1PR.

Final date for applications 1st May 1985

HARINGEY LONDON BOROUGH OF
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Neville Braybrook, 2, Chester House, Pages Lane, Muswell Hill, London N10 1PR.

Final date for applications 1st May 1985

Posts Overseas Hong Kong

Teacher-Trainee British Council Institute Hong Kong

Duties: leading a team of teachers, to organise, direct and teach on courses for primary and secondary teachers of English; to organise other occasional outreach teacher-training courses; to contribute to in-house teacher-training and school-related course development.

Qualifications: candidates, who should be aged thirty plus, should hold an MA in Applied Linguistics or a professional teaching qualification and have a minimum of five years' TEFL/TESOL and teacher-training experience.

Salary: £13,000 first year, £14,000 second year. Benefits: initial and terminal air passage, baggage allowance, overseas medical scheme, free furnished accommodation, but no provision for children, forty days' leave per year.

Contract: Two year contract starting mid-August 1985. Reference: 84D 135T

Spain

Director The British Institute, Palma de Mallorca

Duties: to undertake overall financial, administrative and pedagogical responsibility for the setting up and running of this new British Institute in collaboration with the University of the Balearics; to teach for up to 5 hours per week.

Qualifications: a degree, RSA Dip or PGCE TEFL or equivalent, experience of EFL management at an appropriate level of seniority, a minimum of 5 years' teaching experience and good Spanish are all essential. An MA in Education or Applied Linguistics, a knowledge of or willingness to learn Catalan, and teacher-training experience are all desirable.

Salary: £11,536-£16,188 (8 steps) p.a. Benefits: married allowance (£1,500 p.a.), superannuation compensation addition (£300 p.a.), accommodation allowance (Pps. 30,000 p.a.), allowance (£450), 42 working days' leave. Contract: a two year contract with the British Council, beginning 1 July 1985, renewable by mutual consent. Reference: 84D 135T

Spain

3 Teachers The British Institute, Palma de Mallorca

Duties: to teach English as a second language to pupils for up to 25 hours per week and to assist with the general running of the Institute, including registration, testing and examining and EFL resource centre management.

Qualifications: a degree or teaching certificate; TEFL qualification, or RSA Dip, PGCE etc; 5 years' teaching experience, of which at least 2 should have been overseas, are all essential. Teacher-training experience, knowledge of Spanish and a willingness to learn Catalan are highly desirable. Single candidates and married teaching couples. Salary: £8,000-£8,000 p.a.

Contract: initially for two years with the British Council. Posts tenable from September 1985.

For further details and application forms, please write to: The British Council, 60, Strand, London WC2R 0LN. Tel: 01-734 0161.

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The British Council

For further details and application forms, please write to: The British Council, 60, Strand, London WC2R 0LN. Tel: 0

U.S.A.

Seeks experienced, bi-lingual
(Eng-Fr, Eng-Span, Eng-Ger)
elementary teachers for Sept.
1985. Contract one year
possibly renewable. Salary:
\$12,000 plus full medical
coverage.

Apply by letter to: Alex
Horsley, Director, P.O. Box
580405, Atlanta, Georgia
30355, U.S.A.
(404) 521-4600

 **OVERSEAS
DEVELOPMENT**
Britain helping nations to help themselves

Lansdowne

INTERNATIONAL RECRUITMENT CONSULTANTS

to arrive not later than 6th April 1985. Information about the College posts themselves and the conditions of service will be sent to candidates selected for interview. Interviews will be held in London and elsewhere late April.

CIIR To find our more, write to
CIIR Overseas Programme,
22 Coleman Fields, London N1 7AF.
Send us your cv and a large SAE please,
and quote ref TES/2.

Strode House
44-50 Ossaburgh Street
London NW1 3NN

World-Wide Education Service,
Brook House,

Apply in writing with full c.v. names of two referees and recent photo to: The Headmaster, The English School

WVA Associates Limited

able from The Head Master, The Southport School,
Chester Street, Southport, Gold Coast, Queensland,
Australia.
Collections will close on 17 May 1985.

Reference Number VIS/DW/27, to Recruitment Department,
Papua New Guinea High Commission, 14 Waterloo Place,
London SW1R 4AR.

Apply in writing with full c.v. names of two referees and recent photo to: The Headmaster, The English School

the Queensland Great Public Schools' Association, and able to take up duties from 1 January, 1988.

Information concerning the position and the School is available from the Secretary, The Queensland Schools' Association, 100 Queen Street, Brisbane, Qld 4000.

JAMES ALLEN'S GIRLS' SCHOOL London SE22 ASSISTANT BURSAR

Applications are invited for the appointment of Assistant Bursar. It is expected the successful applicant will succeed to the post of Bursar and Clerk to the Governors on the retirement of the present holder in 1987.

For details write to the Clerk to the Governors of James Allen's Girls' School at Dulwich College, London SE21 7LD.

(10296)

Lancashire County Council

An Equal Opportunities Employer.

Social Services

THE GRANGE

Hollowhead Lane, Wilpshire, Blackburn

Re-advertisement

DEPUTY SUPERINTENDENT

Salary: JNC Schedule 12 Group A (5-9)

£10,143 - £11,319

The Grange is a regional Assessment Unit for 15 adolescent girls (aged 10-18 years). Education is provided on the premises.

The person appointed will be required to participate fully in the management and administration of the Unit, and to be responsible for the running of the Unit in the absence of the Superintendent.

Applicants should be qualified in teaching and/or in the residential care of children and have relevant experience in this type of work.

For informal discussion, contact Mr. J. Gliddins, the Superintendent. Telephone: Blackburn 48237.

Application forms and further details available from the Director of Social Services, Lancashire County Council, Duchy House, Lancaster Road, Preston PR1 8LL. Telephone: Preston (0772) 284257. Please quote Reference B2/KAR/L. Closing date: 15th April, 1985.

An Equal Opportunities Employer.

(10373)

SOCIAL SERVICES DEPARTMENT SOCIAL WORKER Level 2 £8004-£9477 p.a.

Required For

L.T. Centre, 5 City Road, Newcastle

The City of Newcastle upon Tyne is operating a co-ordinated policy for the management of delinquency in the community. A vital part of this work is undertaken by the L.T. Centre, which provides a range of evening and weekend programmes for young offenders as a direct alternative to commitment to care or custody. Conversion of suitable premises was completed in early 1984, and the current team have been working together for the last year. Impact research indicates that the L.T. Centre is contributing to an overall reduction in care and custodial sentences.

Social Work Staff work to the accepted N.A.C. job descriptions for Social Workers, in the context of the L.T. Centre. The person appointed will be required to demonstrate proven ability to undertake tasks including group and individual work with young offenders, associated court work, case reviews, and inter-agency liaison. Essential to all these is a commitment to using a team approach to working with young offenders on a highly intensive basis.

The Fieldwork Section, in which this project is based, is committed to a fully-qualified social work establishment. In this context accepted qualifications are COSW, Youth and Community Work Diploma, or Teaching Diploma. Informal enquiries to and application forms from Rod Stapley, Project Director, Tel. 0632 611177. Application forms returnable by 15th April, 1985.

(10358)

City of
Newcastle upon Tyne
This is an Equal Opportunities Advertisement

ADMINISTRATION - GENERAL continued

RSA EXAMINATIONS BOARD

Requires an ADMINISTRATIVE ASSISTANT to work in the Office Studies Sector.

The duties are concerned with ensuring that examination papers are prepared and printed on schedule and with assisting in both routine and developmental work examinations in the office studies field.

Applicants must be able to work with meticulous accuracy even under pressure, and must be able to work effectively with other people inside and outside the RSA. Ability to use a word processor for ability to type and willingness to learn WP essential. There are opportunities for career progression within RSA. £6,400 pa (inclusive of London weighting) plus the interest-free season ticket loan available. Details and application form from: James Richardson, The Royal Society of Arts, 8, John Adam Street, London WC6N 6EZ. (0151) 500000

THE DUKE OF EDINBURGH'S AWARD

REGIONAL OFFICER FOR NORTH EAST ENGLAND

Applications are invited for the post of Regional Officer for North East England from persons ideally in the age range 30 - 45 preferably with experience of the Award Scheme and the Youth Service.

Further details and application forms obtainable from the Administration Officer, Duke of Edinburgh's Award, 2 Prince of Wales Terrace, Edinburgh EH3 5PG. (Tel: 01-887 8208). Closing date for applications: 31st May 1985. (57245)

WOLVERHAMPTON BOROUGH COUNCIL

EDUCATION DEPARTMENT

(1) SENIOR EDUCATIONAL PSYCHOLOGIST

Soulbury/SEP (HT8) (£14,864 - £15,963)

(2) EDUCATIONAL PSYCHOLOGIST

Soulbury/EP (QT4/HT7) (£11,531 - £14,979)

(1) Applications are invited from experienced Education Psychologists for this senior position in a well-resourced service. The postholder will be responsible for the co-ordination of psychological services to an area of the town, and dependent on special interests, to overview a sphere of specialist work, stimulating and initiating a range of inputs.

(2) Applications are invited from fully qualified educational psychologists, or those currently completing their post graduate training. The successful applicant will be responsible for providing a psychological service to a designated area of the town, working with schools and other agencies in identifying and meeting the needs of children and their families.

A commitment to a team approach to service delivery is essential.

Application forms and further particulars from the Director of Education, Civic Centre, 51 Peter's Square, Wolverhampton WV1 1R. Closing date 12th April 1985.

Wolverhampton Council welcomes applications from all sections of the community irrespective of an individual's sex, ethnic origin or colour and from people with disabilities who have the necessary attributes to do the job.

(10300)

WOLVERHAMPTON
the pace setter

EDUCATIONAL PSYCHOLOGISTS

(3 POSTS)

Soulbury Scale £8,886 - £14,979

To join a team of 19 Psychologists. The positions will be based at Tunbridge Wells, Canterbury and Broadstairs. The County Service is organised on a Divisional basis and each of the posts will involve work in an adjacent Division. Applicants must have an Honours Degree in Psychology, teaching experience and a professional post-graduate qualification in Educational Psychology. Ability to drive a car and a current driving licence are essential.

Job description and application forms available from the County Education Officer (Ref. G/P), Springfield, Maidstone, Kent. Phone Maidstone 671411 Ext. 2481.

KENT COUNTY COUNCIL

Examiners

THE ASSOCIATED EXAMINING BOARD

The Board invites applications for the post of MODERATOR for ECONOMIC SCIENCES at ADVANCED LEVEL for the 1987 examination.

Applicants should have a degree or equivalent qualification in Economics, a minimum of four years recent relevant teaching experience and experience of examination.

Further information and application forms may be obtained from The Secretary General (AG), The Associated Examining Board, Wellington House, Aldershot, Hampshire GU11 1BQ, to whom completed forms should be returned not later than Friday, 5th April, 1985. 600000 (53170)

Ancillary Services

GLOUCESTER SELWYN SCHOOL

Matson House, Gloucester

SENIOR ASSISTANT HOUSE MASTER

Applicant should be over 25 and experience is desirable. Both posts are residential during term time. Details of salary and job description can be obtained from the Headmistress. (57136) 640000

Northern Examining Association Joint GCE O-level and CSE Examinations

The NEA is one of four GCSE Examining Groups in England; it comprises the Joint Matriculation Board and four CSE boards: Associated Lancashire Schools Examining Board, North Regional Examinations Board, North West Regional Examinations Board and Yorkshire and Humberside Regional Examinations Board.

The NEA invites applications for senior examiner appointments for 1986 (or 1987) in the Joint examinations listed below. These Joint examinations will be offered in 1986 and/or 1987 and developed into GCSE examinations for 1988.

Chief Examiners

Business Studies

CDT: Design and Communication

CDT: Design and Realisation

CDT: Technology

English Literature (two posts)

French (four posts) (1987)

German (four posts)

Greek (1987)

History (Modern World) (two posts)

Music

Religious Studies (four posts)

Spanish (four posts)

Chairman of Item Writers (objective tests)

Business Studies

Chief Moderators

CDT: Design and Communication

CDT: Design and Realisation

CDT: Technology

English Literature (1987)

Music

Religious Studies

Revisers

Business Studies

CDT: Design and Communication

CDT: Design and Realisation

CDT: Technology

English Literature

French (1987)

Geography (current Joint syllabus)

German

Music

Religious Studies (two posts)

Spanish

Applicants should be under 60, with five years' teaching experience. At least three years' experience as examiner or moderator is essential for the Chief Examiner. The Chairman of Item Writers and Chief Moderator posts. The Reviser posts involve detailed scrutiny of draft papers and appropriate experience is required.

Application forms and further details (please specify post) are available from

NEA Examiner Appointments
Joint Matriculation Board
Manchester M15 6EU

Applications should be returned by 19 April 1985.

EDUCATIONAL PSYCHOLOGIST

(Locum)

£10,659 - £14,979

Applications are invited from qualified educational psychologists to cover the maternity leave of the permanent postholder. The successful applicant will work in the School Psychology Service and Child Guidance Clinic under the supervision of the Principal Educational Psychologist. For informal enquiries please telephone Mrs E. Holmes on 01-366 9429.

Application forms and further details from the Education Establishment Section, PO Box 58, Civic Centre, Silver Street, Enfield EN1 3XQ. Telephone 01-366 9387. Closing date 5/5/85. Please quote reference OGD/438.

(10248)

London Borough of

Enfield

Education Services Manager Department of Printed Books and Manuscripts

...to manage the Education Services Section of the Museum, developing the Services in keeping with the interests and policies of the Museum, whose collections illustrate a broad range of maritime history, including technology and social history. The work includes provision of guidance and assistance for teachers and children using the Museum, the preparation of related publications and other resource material, and creative activities.

Candidates should normally have a good honours degree or equivalent qualification, preferably in an historical subject, together with sound teaching experience. A demonstrable interest in museum education and maritime affairs would be an advantage.

Salary: As Curator Grade C (£12245 - £18215); Grade D (£10575 - £13870). Level of appointment and starting salary according to qualifications and experience.

For further details and an application form (to be returned by 25 April 1985) write to Civil Service Commission, Alencon Link, Basingstoke, Hants, RG21 1JB, or telephone Basingstoke (0256) 468551 (answering service operates outside office hours). Please quote ref: G(11)382.

National Maritime Museum

An equal opportunity employer

Re-advertisement

TECHNICAL & VOCATIONAL EDUCATION INITIATIVE

T.V.E.I. Curriculum
Development Team

Curriculum Development Team Leader in Business Studies/Information Technology

West Sussex County Council has submitted proposals to the M.S.C. for a T.V.E.I. project to start in September 1986. The proposals envisage the appointment from 1st April 1985, or as soon as possible afterwards, of a T.V.E.I. Curriculum Development team based in Horsham.

Applications are invited for a Curriculum Development Team Leader in BUSINESS STUDIES/Information Technology to complete the team which consists of three Curriculum Development Leaders and a Project Director.

It is anticipated that the Curriculum Development Leader post will be on Burnham Scale 4 (£9,201 - £12,363). The appointment will be subject to final agreement between the L.E.A. and the M.S.C. of this Authority's proposals and their implementation in September 1986.

Forms and further details are available from the Director of Education Staffing Section, County Hall, Chichester, West Sussex PO19 1RF. Tel: (0243) 777100 ext. 2308.

Closing date: 10 April 1985.

(10294)

west
sussex

LONDON BOROUGH OF EALING EDUCATION DEPARTMENT

MULTICULTURAL EDUCATION SUPPORT SERVICE: ADULT AND COMMUNITY

£2,541 - £18,068 p.a. inclusive. (Salary dependent upon qualifications and experience)

Applications are invited from suitably qualified and experienced teachers to support and develop the Information and Education Service based at Southall Town Hall.

Candidates should offer expertise and experience in one or more of the following: Adult ESL/Home language tuition, community language/immigrant interpreting.

The successful candidate will co-ordinate adult bilingual education, home or class based, in all community languages including English as a second language. They will also assist with the development of study facilities in the Southall area and provision for inter-cultural interpreting.

For further details and application forms please contact the Personnel Office, Town Hall Annex, New Broadway, Ealing, London W5 2PU. Closing date: 12.4.85.

Miscellaneous

SUMMER TEACHING JOBS IN AMERICA

Work on American children's summer camps, mid-June to end August.

See ad under Holidays and Accommodation. 660000 (427841)

City of Birmingham Education Department

UNITS FOR SUSPENDED PUPILS

THE OAKDALE CENTRE,
480 Bristol Road, Selly Oak, Birmingham B29 8DB

Head of Centre Group 5, 4 SPB. Required for September 1985, a dynamic imaginative teacher and organiser to lead a small team of experienced teachers working for the benefit of fourth and fifth year secondary pupils withdrawn from mainstream schools. Applicants should have considerable service in comprehensive schools, proven organising ability and experience of appropriate provision for disruptive or disaffected pupils. Further details and application forms from Chief Education Officer, City of Birmingham Education Department, Schools Division, East Area (Room 334), Education Office, Margaret Street, Birmingham B3 3BU, on receipt of stamped addressed envelope. Closing date for applications 19 April 1985.

An equal opportunity employer

(10314)

BIRMINGHAM
CITY COUNCIL

A major new initiative to promote Teacher Education Curriculum and Equipment Development and Resources provision in Technology for all LEAs.

Sponsored and supported by:

Bedfordshire Education Authority;
Trent Polytechnic, Nottingham;
Departments of Education and Science;
Employment, Trade and Industry.

Lecturer
(Scale: SL)

A significant opportunity exists for an experienced teacher/lecturer of School Technology to join this major new programme at BST/Mobile and Resource Development Unit, Bedfordshire.

The appointment will be for three years in the first instance. Secondment from present employment might be possible to arrange if circumstances permit.

We are looking for someone with sound experience of Product Design teaching structured courses in Technology and curriculum/resource development.

Application forms and further details are available from the Project Director, R. Denny, Carlton, Bedfordshire MK43 7LF. Please enclose a R.A.F. Completed application forms are to be returned to the above address by 12 April 1985.

For job description and application form please contact Lenore Linton, Personnel Officer, SCF, 17 Grove Lane, Camberwell London SE5 8RD. Tel: 01-733 5400

Closing date for applications is 18th April 1985

Asian Mother and Baby Campaign

THE SAVE THE CHILDREN FUND in conjunction with the DHSS Working Group on Asian Health has launched the Asian Mother and Baby Campaign with the aim of improving the health of pregnant mothers and their children within the Asian community by improving communication links and the accessibility of the health services. We are now seeking a replacement for one of two Campaign Assistants who will be based at London HQ but will need to travel within the UK. The appointment is currently funded until and March 1986.

Applicants will ideally be Teachers, Social Workers or Community Workers preferably with experience of teaching English as a Second Language (ESL). The promotion of mother and child health educational programmes through ESL classes and the Home Tutoring Service and the development of support from community and women's groups will entail working closely with educational and community organisations. A driving licence and the ability to speak one of the Asian languages will be essential. Salary will be £8525 per annum plus use of car.

For job description and application form please contact Lenore Linton, Personnel Officer, SCF, 17 Grove Lane, Camberwell London SE5 8RD. Tel: 01-733 5400

Closing date for applications is 18th April 1985

Asian Mother and Baby Campaign

British School Technology

British School Technology

British School Technology

British School Technology

SFIA EDUCATIONAL TRUST

EXECUTIVE SECRETARY

SFIA Educational Trust has a vacancy for an Executive Secretary.

The Trust celebrates charitable donations approaching £1 million a year. This requires liaison with school principals, bursars, and governors as well as co-operation with the Trust's own staff. The Executive Secretary will manage a staff of twelve who are concerned with all aspects of the Trust's operations, including its reference book, 'The Parents' Guide to Independent Schools'.

The salary will be negotiable but will be sufficient to attract the right applicant. A car will be provided and the job is pensionable.

Applications should be in writing to:

The Director,
SFIA Educational Trust,
10 Queen Street,
Maldenhead, Berks. SL8 1JA

(12719)

CAMPAIGN ASSISTANT

THE SAVE THE CHILDREN FUND in conjunction with the DHSS Working Group on Asian Health has launched the Asian Mother and Baby Campaign with the aim of improving the health of pregnant mothers and their children within the Asian community by improving communication links and the accessibility of the health services. We are now seeking a replacement for one of two Campaign Assistants who will be based at London HQ but will need to travel within the UK. The appointment is currently funded until and March 1986.

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